

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

**BOARD OF EDUCATION**  
**MEETING NOTICE**

**DATE:** June 13, 2017  
**TIME:** 7:30 P.M.  
**PLACE:** Sarah Noble Intermediate School – Library Media Center

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NEW MILFORD, CT

**AGENDA**

**New Milford Public Schools Mission Statement**

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

**1. CALL TO ORDER**

A. Pledge of Allegiance

**2. PUBLIC COMMENT**

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

- A. A three-minute time limit may be allocated to each speaker with a maximum of twenty minutes being set aside per meeting. The Board may, by a majority vote, cancel or adjust these time limits.
- B. If a member of the public comments about the performance of an employee or a Board member, whether positive, negative, or neutral, and whether named or not, the Board shall not respond to such comments unless the topic is an explicit item on the agenda and the employee or the Board member has been provided with the requisite notice and due process required by law. Similarly, in accordance with federal law pertaining to student confidentiality, the Board shall not respond to or otherwise discuss any comments that might be made pertaining to students.

**3. PTO REPORT**

**4. STUDENT REPRESENTATIVES' REPORT**

**5. APPROVAL OF MINUTES**

- A. Approval of the following Board of Education Meeting Minutes
  - 1. Workshop Meeting Minutes May 9, 2017
  - 2. Regular Meeting Minutes May 9, 2017
  - 3. Special Meeting Minutes May 31, 2017

**6. SUPERINTENDENT'S REPORT**

**7. BOARD CHAIRMAN'S REPORT**

**8. COMMITTEE AND LIAISON REPORTS**

- A. Facilities Sub-Committee – Mr. McCauley
- B. Operations Sub-Committee – Mrs. Faulenbach
- C. Policy Sub-Committee – Mr. Schemm
- D. Committee on Learning – Mrs. McNerney
- E. EdAdvance – Mr. McCauley
- F. Connecticut Boards of Education (CABE) – Mr. Coppola
- G. Negotiations Committee – Mrs. Faulenbach
- H. Magnet School – Mr. Schemm
- I. Ad-Hoc Committee – Mr. Coppola

## **9. DISCUSSION AND POSSIBLE ACTION**

- A. Exhibit A: Personnel – Certified, Non-Certified Appointments, Resignations and Leaves of Absence dated June 13, 2017
- B. Monthly Reports
  - 1. Budget Position
  - 2. Purchase Resolution: D-699
  - 3. Request for Budget Transfers
- C. Gifts & Donations
  - 1. PTO – Exhibit B
- D. Bid Awards
  - 1. Food and Nutrition Services – Milk
  - 2. Food and Nutrition Services – Frozen Dessert
  - 3. Special Education – Student Care Workers and Job Coaches
- E. Grant Approvals
  - 1. Carl D. Perkins Grant
- F. Policy for Second Review
  - 1. 6141.321/4118.4/4218.4 Acceptable Use and Internet Safety
- G. Policy for Approval
  - 1. 6142.2 Student Nutrition and Physical Activity (Student Wellness)
- H. End-of-Year Balance
- I. Adjustments to 2017-2018 Board of Education Adopted Budget
- J. Capital Reserve Update
- K. Recommendation and Approval for Designee of Superintendent of Schools
- L. Authorization for the Superintendent to accept resignations and make appointments from June 14, 2017 through September 19, 2017
- M. Authorization for the Superintendent to purchase budgeted instructional materials and other supplies, equipment and services from June 14, 2017 through September 19, 2017

## **10. ITEMS FOR INFORMATION AND DISCUSSION**

- A. Field Trip Report
- B. Annual Emergency Preparedness Report
- C. Annual Wellness Report
- D. John J. McCarthy Observatory Annual Report
- E. Turf Field Committee Update
- F. Regulation 2400 Superintendent Evaluation Process

## **11. EXECUTIVE SESSION (Anticipated)**

- A. Discussion of the employment and salary of the Assistant Superintendent, Director of Human Resources, Director of Fiscal Services and Operations, Director of Food Services, Director of Technology, District Data Administrator, Systems Analyst, Accounting Manager, Facilities Manager, Assistant Facilities Manager, Administrative Assistant to the Superintendent, Mail Courier and Lab Assistant
- B. Discussion of proposed, three-year contract for the Superintendent of Schools

## **12. DISCUSSION AND POSSIBLE ACTION**

- A. Discussion and possible approval of the employment and salary of the Assistant Superintendent, Director of Human Resources, Director of Fiscal Services and Operations, Director of Food Services, Director of Technology, District Data Administrator, Systems Analyst, Accounting Manager, Facilities Manager, Assistant Facilities Manager, Administrative Assistant to the Superintendent, Mail Courier and Lab Assistant
- B. Board vote on the Superintendent of Schools' proposed three-year contract

## **13. ADJOURN**

### ITEMS OF INFORMATION

Policy Sub-Committee Minutes -- May 16, 2017

Committee on Learning Minutes -- May 16, 2017

Facilities Sub-Committee Special Meeting Minutes -- June 6, 2017

Operations Sub-Committee Special Meeting Minutes -- June 6, 2017

Policy Sub-Committee Meeting June 20, 2017 -- 6:45 p.m. Lillis Administration Building, Room 2	Board of Education Special Meeting - Workshop July 18, 2017 -- 3:00 p.m. to 7:00 p.m. Sarah Noble Intermediate School, LMC
Committee on Learning Meeting June 20, 2017 -- 7:30 p.m. Lillis Administration Building, Room 2	Board of Education Regular Meeting July 18, 2017 -- 7:30 p.m. Sarah Noble Intermediate School, LMC
Facilities Sub-Committee Meeting July 11, 2017 -- 6:45 p.m. Lillis Administration Building, Room 2	Board of Education Special Meeting - Workshop July 19, 2017 -- 2:00 p.m. to 6:00 p.m. Sarah Noble Intermediate School, LMC
Operations Sub-Committee Meeting July 11, 2017 -- 7:30 p.m. Lillis Administration Building, Room 2	

**New Milford Board of Education  
Board Workshop Minutes  
May 9, 2017  
Sarah Noble Intermediate School Library Media Center**

<b>Present:</b>	Mr. David A. Lawson, Chairperson Mr. Robert Coppola Mr. Bill Dahl Mrs. Wendy Faulenbach Mr. Brian McCauley Mrs. Tammy McInerney Mr. J.T. Schemm	<div style="writing-mode: vertical-rl; transform: rotate(180deg);"> RECEIVED TOWN CLERK 2017 MAY 11 P 4: 08 </div>
<b>Absent:</b>	Mrs. Angela C. Chastain Mr. Dave Littlefield	

NEW MILFORD, CT

<b>Also Present:</b>	Mr. Joshua Smith, Superintendent of Schools Ms. Alisha DiCorpo, Assistant Superintendent of Schools Mr. Kevin Munrett, Facilities Manager Ms. Roberta Pratt, Director of Technology Mrs. Laura Olson, Director of Pupil Personnel and Special Services
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<b>1.</b>	<b>Call to Order</b>	<b>Call to Order</b>
<b>A.</b>	<b>Pledge of Allegiance</b>  The Board Workshop of the New Milford Board of Education was called to order at 6:34 p.m. by Mr. Lawson.  Prior to the Pledge, Mr. Lawson announced that the Board meetings were now streaming live.  The Pledge of Allegiance and a moment of silence followed the call to order.	<b>A. Pledge of Allegiance</b>
<b>2.</b>	<b>Presentation</b>	<b>Presentation</b>
<b>B.</b>	<b>Facilities Update</b> Mr. Munrett presented first.  <ul style="list-style-type: none"> <li>Mr. Munrett said there are 46 employees in the department that have worked on 1,500 work orders throughout the year. They clean 787,000 square feet daily and maintain 187 acres of property.</li> </ul>	<b>B. Facilities Update</b>

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|  | <ul style="list-style-type: none"><li>• Some of the department's accomplishments this year include the roof work at Schaghticoke, storm drainage repair at Sarah Noble, and kitchen door replacement at Schaghticoke.</li><li>• Upcoming projects, either within the five-year capital plan or with money remaining at the end of the year, will include electrical fixture upgrades at Hill &amp; Plain through an Eversource program, replacement of a 1999 truck, pot hole and storm drain work at Northville, building control system replacement at Schaghticoke, ceiling painting at the high school, and an oil tank fill stem at Schaghticoke.</li><li>• Mr. Dahl asked in regards to the LED lighting if either Mr. Munrett or Mrs. Olson had heard of it triggering seizure disorders and neither one had. Mrs. Olson said she would look into it. Mr. Smith noted covers had been installed at Schaghticoke so perhaps that was a way to diminish the intensity.</li><li>• Mrs. Faulenbach asked if these were up and coming projects or part of the five-year capital plan and Mr. Munrett said they were a combination of both.</li><li>• Mrs. Faulenbach said safety issues are often moved to the top and noted that almost every slide in the presentation showed a potential safety issue.</li><li>• Mr. Schemm asked about the Eversource lighting project in terms of is it a full replacement with ballasts or just the lighting and do they provide the lighting. Mr. Munrett said the ballasts would stay the same and the project would be financed by paying the bill as current. Within 2 ½ years, the Board will begin to see the savings. He noted that John Calhoun, who was the previous Facilities Manager, started these projects in other schools during his tenure.</li></ul> |  |
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<p><b>A.</b></p>	<p><b>Technology Update</b></p> <ul style="list-style-type: none"> <li>• Ms. Pratt said there are five physical servers that run the district including 43 virtual servers, a disaster recovery site at Schaghticoke, six building servers, six security servers, and an anti-virus server.</li> <li>• The network contains a firewall, a spam filter, content filter, 127 switches throughout the district including 50 miles of cabling, seven security switches, a wireless controller, and 254 wireless access points.</li> <li>• Some of the technology on the network includes computing devices, the school messaging system, camera security, phone system, financial, time and attendance systems, e-mail, etc.</li> <li>• Other resources managed include the Educational Access channel 194, Board of Education recording, the district website, conference scheduling, and subscription based classroom and library software.</li> <li>• District devices include 1287 desktops, 3 Smart tables, 251 Smartboards, 165 printers, and 580 office and classroom phones. There are also 1918 Chromebooks, 95 iPads/tablets, and 431 laptops.</li> <li>• Staffing-wise there are five building techs, one level two tech, one database coordinator, one system analyst, and one director.</li> <li>• Throughout the year, they have closed 3,198 help desk tickets and managed 5,700 network accounts and 1,600 e-mails.</li> <li>• Ms. Pratt said the parent portal and student information systems are run through the Technology department.</li> <li>• Other teacher tools include gradebooks, parent communications, and report cards.</li> <li>• Mr. Coppola said technology is moving very fast these days and it is difficult to keep up.</li> <li>• Mr. Dahl asked how the teachers are being trained and Ms. Pratt said the techs offer short</li> </ul>	<p><b>A. Technology Update</b></p>
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	<p>professional development segments of about 15 minutes each after school periodically.</p> <ul style="list-style-type: none"><li>• Mrs. McInerney asked about the Smartboard licensing and Ms. Pratt said they are on a refresh cycle and have a lifespan of 5 years but the schools try to get them through six years.</li><li>• Mrs. McInerney asked how often backups are run and Mrs. Faulenbach asked how long they needed to be kept. Ms. Pratt said they are kept for seven years and they do incremental backups throughout the week with complete ones done on weekends.</li><li>• Mrs. Faulenbach asked how the District works with the Town on technology and Ms. Pratt said the district is self-sufficient and works with the Town on MUNIS.</li><li>• Mr. Smith noted there are privacy issues with student data and the firewall increases security. The Connecticut Education Network, which runs our internet, is only for schools. Every building is wireless, which lets the Chromebooks run.</li><li>• Mr. Schemm asked if the district was using the Google Suite and Ms. Pratt said they were.</li><li>• Mr. Schemm asked if the Microsoft products were still licensed and Ms. Pratt said they do not license Google products but they do license the Microsoft Office Suite. She said the license costs about \$37,000 for mixed usage.</li><li>• Mr. Smith said the goal is to create a system that can work fluidly with the different schools. He said the technology is not software based but rather concept based.</li><li>• Mrs. Faulenbach asked if there would be 98 Chromebooks purchased as part of the refresh cycle and Ms. Pratt said it was more than that, as each school is able to purchase more through use of grants.</li><li>• Mr. Lawson noted that technology is now used all day long including with the alarm system, curriculum, and academic areas as well.</li></ul>	
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<b>3.</b>	<b>Adjourn</b>  <b>Mrs. Faulenbach moved to adjourn the meeting at 7:14 p.m., seconded by Mr. Dahl and passed unanimously.</b>	<b>Adjourn</b>  <b>Motion made and passed unanimously to adjourn the meeting at 7:14 p.m.</b>
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Respectfully submitted:



Tammy McInerney

Secretary

New Milford Board of Education

**New Milford Board of Education**

**Regular Meeting Minutes**

**May 9, 2017**

**Sarah Noble Intermediate School Library Media Center**

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2017 MAY 16 P 1:05

NEW MILFORD, CT

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

Also Present:	Mr. Joshua Smith, Superintendent of Schools Ms. Alisha DiCorpo, Assistant Superintendent of Schools Mr. Anthony Giovannone, Director of Fiscal Services and Operations Ms. Ellamae Baldelli, Director of Human Resources Ms. Roberta Pratt, Director of Technology Mrs. Laura Olson, Director of Pupil Personnel and Special Services Mr. Kevin Munrett, Facilities Manager Dr. Christopher Longo, Schaghticoke Middle School Principal Mrs. Susan Murray, Northville Elementary School Principal Ms. Kendall Stewart, Student Representative Mr. Gregory Winkelstern, Student Representative
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1. A.	<b>Call to Order</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.  Prior to the Pledge, Mr. Lawson announced that the Board meetings were now streaming live.  The Pledge of Allegiance immediately followed the call to order.	<b>Call to Order</b> <b>A. Pledge of Allegiance</b>
2. A.	<b>Recognition</b>  NMHS students Jessica Berkun, Michael Carroll, Michael Cavuoto, Nicholas Cavuoto, Emma Chamberlin, Madeline de la Parra, Duncan Edel, Michaela Ferlow, Nicholas Fitch, Matthew Hassiak, Brian Hinger, Thomas King, Scott Klimowich, Allan	<b>Recognition</b>  A. NMHS students Jessica Berkun, Michael Carroll, Michael Cavuoto, Nicholas Cavuoto, Emma Chamberlin, Madeline de la Parra, Duncan Edel, Michaela

	<p><b>Lian, Megan Lovejoy, Frank Magnante, Kevin McNulty, Ryan McNulty, Sarah Morris, Abigail Myhill, Chloe Onorato, Eliza Peery, Connor Stahl, Kendall Stewart, Tyler Volansky</b></p> <ul style="list-style-type: none"> <li>Mr. Smith invited NMHS Music teachers David Syzdek and Bob Keck to recognize the students.</li> </ul> <p><b>B. NMPS Stars of the Month: Michael Clyne, Joan Conn, Catherine Gardner, Nicole Lawlor, Timothy Polhemus, Madeleine Sanger</b></p> <ul style="list-style-type: none"> <li>Mr. Smith read a comment about each Star from the person who nominated them. They each received a pin recognizing their nomination and Madeleine Sanger was randomly selected to drive the Ingersoll Automotive Courtesy Car for the month.</li> </ul> <p>The meeting recessed at 7:45 p.m. for a brief reception and reconvened at 7:50 p.m.</p>	<p><b>Ferlow, Nicholas Fitch, Matthew Hassiak, Brian Hinger, Thomas King, Scott Klimowich, Allan Lian, Megan Lovejoy, Frank Magnante, Kevin McNulty, Ryan McNulty, Sarah Morris, Abigail Myhill, Chloe Onorato, Eliza Peery, Connor Stahl, Kendall Stewart, Tyler Volansky</b></p> <p><b>B. NMPS Stars of the Month: Michael Clyne, Joan Conn, Catherine Gardner, Nicole Lawlor, Timothy Polhemus, Madeleine Sanger</b></p>
<b>3.</b>	<p><b>Public Comment</b></p> <ul style="list-style-type: none"> <li>There was none.</li> </ul>	<b>Public Comment</b>
<b>4.</b>	<p><b>PTO Report</b></p> <ul style="list-style-type: none"> <li>The townwide PTO sponsored a Bus Drivers Appreciation event on Friday, May 6.</li> <li>The K-8 school PTOs hosted staff appreciation events for Teacher Appreciation week.</li> <li>Volunteers are working on wrapping up the year with yearbooks, field days and send-offs as well as conducting more fundraisers, one of which is the APEX Fun Run, which is taking place this month at Northville and Hill and Plain schools. This event kicks off with a pep rally and ends with a race. The interactive program will help schools raise money, while promoting leadership and fitness in the classroom. Adult athletes visit</li> </ul>	<b>PTO Report</b>

	<p>each classroom daily to engage the students and teach lessons about the program, whose character theme for this year is Apex Legends: Learn; Engage, Give, Empower, Never Quit, and Do. All students will receive Apex bands, race-day lap counters, shirts, and team awards.</p> <ul style="list-style-type: none"> <li>• The PTO only received eight applications from seniors for the PTO scholarship. The committee is reviewing them and winners will be awarded at the Senior Scholarship Night in late May.</li> <li>• One of the biggest struggles that the PTO encounters is filling the many vacancies that occur on the school boards for the new year. They are losing many long-term volunteers this year, especially on the Grad Party Committee. Without volunteers, there would be no PTO or Grad Party.</li> <li>• Next month's spirit day is Mismatch Day.</li> </ul>	
<b>5.</b>	<p><b>Student Representative's Report</b></p> <ul style="list-style-type: none"> <li>• Thursday, May 11, is the instrumental concert.</li> <li>• The AP exams are ongoing.</li> <li>• Monday, May 15, is the Spanish Honor Society induction.</li> <li>• The annual National Honor Society blood drive is May 16.</li> <li>• Wednesday, May 17, is the Academic Awards night.</li> <li>• Thursday, May 18, is the choral concert, which will be Mr. Keck's last concert before retiring.</li> <li>• Friday night, the Drama Club will perform a Friday Night Live show.</li> <li>• The Senior Prom is May 20 and the Junior Prom was last Saturday.</li> <li>• May 20, the German Exchange students will be coming to New Milford.</li> <li>• The band will be marching in the Memorial Day parade.</li> <li>• The Senior Scholarship Night is May 31, Senior Banquet is June 1, and Senior Trip to Six Flags is June 2.</li> </ul>	<b>Student Representative's Report</b>

<p>6.</p> <p>A.</p>	<p><b>Approval of Minutes</b></p> <p><b>Approval of the following Board of Education Meeting Minutes:</b></p> <p>1. Board Workshop Minutes April 18, 2017</p> <p>Mr. Coppola moved to approve the following Board of Education Meeting Minutes:</p> <p>1. Board Workshop Minutes April 18, 2017</p> <p>Seconded by Mr. McCauley and passed 6-0-1.</p> <p>Aye: Mr. Dahl, Mr. Schemm, Mr. Lawson, Mr. McCauley, Mrs. McInerney, Mr. Coppola  Abstain: Mrs. Faulenbach</p> <p>2. Regular Meeting Minutes April 18, 2017</p> <p>Mr. Coppola moved to approve the following Board of Education Meeting Minutes:</p> <p>2. Regular Meeting Minutes April 18, 2017</p> <p>Seconded by Mrs. Faulenbach and passed unanimously.</p> <p>3. Special Meeting Minutes April 26, 2017</p> <p>Mr. McCauley moved to approve the following Board of Education Meeting Minutes:</p> <p>3. Special Meeting Minutes April 26, 2017</p> <p>Seconded by Mrs. Faulenbach and passed unanimously.</p>	<p><b>Approval of Minutes</b></p> <p><b>A. Approval of the following Board of Education Meeting Minutes:</b></p> <p>1. Board Workshop Minutes April 18, 2017</p> <p>Motion made and passed to approve the following Board of Education Meeting Minutes:</p> <p>1. Board Workshop Minutes April 18, 2017</p> <p>2. Regular Meeting Minutes April 18, 2017</p> <p>Motion made and passed unanimously to approve the following Board of Education Meeting Minutes:</p> <p>2. Regular Meeting Minutes April 18, 2017</p> <p>3. Special Meeting Minutes April 26, 2017</p> <p>Motion made and passed unanimously to approve the following Board of Education Meeting Minutes:</p> <p>3. Special Meeting Minutes April 26, 2017</p>
<p>7.</p>	<p><b>Superintendent's Report</b></p> <ul style="list-style-type: none"> <li>Mr. Smith thanked the student representatives for their report and noted that there are events</li> </ul>	<p><b>Superintendent's Report</b></p>

	<p>happening in our schools every night of the week this time of year.</p> <ul style="list-style-type: none"> <li>• He said, with the mild winter, ticks are expected to be prevalent and the district is reviewing non-toxic and environmentally friendly pesticide that can be used safely around children and animals, as well as the regulations regarding spraying on school property and what type of notifications would need to be provided.</li> <li>• There is a CABA Legislative Wrap-up workshop on June 13 for any Board member who is interested in attending. One of the topics will be education funding.</li> <li>• Tonight, there will be a discussion of our local education budget and proposed cuts.</li> <li>• He has been speaking to community groups about supporting the budget and said reminder signs will be going up tomorrow. Absentee ballots are available too.</li> <li>• The schools participated in a positive behaviors audit and the school climate committees will review the results.</li> </ul>	
8.	<p><b>Board Chairman's Report</b></p> <ul style="list-style-type: none"> <li>• Mr. Lawson noted again that the Board meetings are now streaming live.</li> <li>• He recognized the Boy Scout troop that was in the audience.</li> <li>• He reminded everyone that the budget vote is May 16.</li> <li>• Mr. Lawson said the proposed budget cuts of more than \$750,000 will probably include personnel and programs.</li> <li>• He noted that the Board had made a request to move the end of year balance to the capital reserve and the Town Council had tabled that request so he will send another letter to move the request forward now.</li> </ul>	<b>Board Chairman's Report</b>
9.	<b>Committee And Liaison Reports</b>	<b>Committee And Liaison Reports</b>
A.	<b>Facilities Sub-Committee – Mr. McCauley</b>	<b>A. Facilities Sub-Committee</b>

<ul style="list-style-type: none"> <li>• Mr. McCauley said the committee discussed the turf field and security cameras.</li> <li>• There are number of year-end projects.</li> <li>• They discussed a traffic study for Northville and Schaghticoke.</li> <li>• Letters have gone out to turf field committee potential members. There will be Board of Education members, Town Council members, and coaches and students included.</li> <li>• They heard an update on the green cleaning program.</li> <li>• There was discussion about Baldwin Park and the fact that the school owns it but the Town maintains it.</li> </ul>	
<p><b>B. Operations Sub-Committee – Mrs. Faulenbach</b></p> <ul style="list-style-type: none"> <li>• Mrs. Faulenbach said they discussed Exhibit A and monthly reports, which included an in-depth discussion as they prepare for the year-end close.</li> <li>• They talked about the reduction in reimbursements.</li> <li>• There are two bids for approval: septic and the boiler.</li> <li>• Grants for approval include adult education and IDEA.</li> <li>• Adult education graduation will be June 14 at 7 p.m. All Board members are welcome.</li> <li>• The All Star Transportation contract recommendation is for a two-year extension.</li> <li>• Budget cuts were proposed for consideration.</li> <li>• They discussed a draft district calendar as an item of information.</li> </ul>	<p><b>B. Operations Sub-Committee</b></p>
<p><b>C. Policy Sub-Committee – Mr. Schemm</b></p> <ul style="list-style-type: none"> <li>• Mr. Schemm said there are two policies for approval tonight as well as a policy for second review and one for first review.</li> </ul>	<p><b>C. Policy Sub-Committee</b></p>

<b>D.</b>	<p><b>Committee on Learning – Mrs. McInerney</b></p> <ul style="list-style-type: none"> <li>• Mrs. McInerney said they have no curriculum for approval tonight as this will resume in the fall, but the committee heard a presentation about Alternative High School Programs with examples of how area high schools have implemented their programs.</li> <li>• There was a discussion regarding graduation requirements, as New Milford currently requires 26 credits and the State only requires 20, but is moving to 25 eventually.</li> <li>• The capstone project discussion is ongoing.</li> </ul>	<b>D. Committee on Learning</b>
<b>E.</b>	<p><b>EdAdvance – Mr. McCauley</b></p> <ul style="list-style-type: none"> <li>• Mr. McCauley said the EdAdvance budget was presented and approved.</li> </ul>	<b>E. EdAdvance</b>
<b>F.</b>	<p><b>Connecticut Boards of Education (CABE) – Mr. Coppola</b></p> <ul style="list-style-type: none"> <li>• Mr. Coppola said they are discussing the governor’s proposed budget and said it is likely the teacher retirement funding proposal is not going to happen. The legislature is also unlikely to meet the budget deadline.</li> </ul>	<b>F. Connecticut Boards of Education (CABE)</b>
<b>G.</b>	<p><b>Negotiations Committee – Mrs. Faulenbach</b></p> <ul style="list-style-type: none"> <li>• Mrs. Faulenbach said they will begin negotiations in the summer.</li> </ul>	<b>G. Negotiations Committee</b>
<b>H.</b>	<p><b>Magnet School – Mr. Schemm</b></p> <ul style="list-style-type: none"> <li>• Mr. Schemm said there was no meeting but he had the enrollment numbers.</li> </ul>	<b>H. Magnet School</b>
<b>I.</b>	<p><b>Ad-Hoc Committee – Mr. Coppola</b></p> <ul style="list-style-type: none"> <li>• Mr. Coppola said they are working on the regulation and trying to make the evaluation</li> </ul>	<b>I. Ad-Hoc Committee</b>

	ranking clearer. He said he thinks the Board will be pleased with the revision.	
<b>10.</b>	<b>Discussion and Possible Action</b>	<b>Discussion and Possible Action</b>
<b>A.</b>	<p><b>Exhibit A: Personnel – Certified, Non-Certified Appointments, Resignations and Leaves of Absence dated May 9, 2017</b></p> <p><b>Mrs. Faulenbach moved to approve Exhibit A: Personnel – Certified, Non-Certified Appointments, Resignations and Leaves of Absence as of May 9, 2017, seconded by Mr. McCauley.</b></p> <ul style="list-style-type: none"> <li>• Mr. Coppola acknowledged the resignation of Jennifer Singer who was a past New Milford Teacher of the Year and said she had come to the district through a university paid program for graduate students to earn credit and turned into a great teacher for the district.</li> </ul> <p><b>The motion passed unanimously.</b></p>	<p><b>A. Exhibit A: Personnel – Certified, Non-Certified Appointments, Resignations and Leaves of Absence dated May 9, 2017</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 May 9, 2017.</b></p>
<b>B.</b>	<p><b>Monthly Reports</b></p> <ol style="list-style-type: none"> <li><b>1. Budget Position dated 4/28/17</b></li> <li><b>2. Purchase Resolutions: D-698</b></li> <li><b>3. Request for Budget Transfers</b></li> </ol> <p><b>Mrs. McNerney moved to approve monthly reports: Budget Position dated April 28, 2017; Purchase Resolution D-698; and Request for Budget Transfers, seconded by Mr. McCauley.</b></p> <ul style="list-style-type: none"> <li>• Mr. Coppola thanked Mr. Smith and Mr. Giovannone for making the numbers clear. He also said he had reviewed the legal bills and he was pleased with the way the district was billed.</li> <li>• Mr. Smith noted that at the Operations Committee there was a discussion about the scope of coverage for turf field security and</li> </ul>	<p><b>B. Monthly Reports</b></p> <ol style="list-style-type: none"> <li><b>1. Budget Position dated 4/28/17</b></li> <li><b>2. Purchase Resolutions: D-698</b></li> <li><b>3. Request for Budget Transfers</b></li> </ol> <p><b>Motion made and passed unanimously to approve monthly reports: Budget Position dated April 28, 2017; Purchase Resolution D-698; and Request for Budget Transfers.</b></p>

	<p>there will be two cameras added to cover the observatory at the same quoted price.</p> <ul style="list-style-type: none"> <li>• Mr. Schemm asked about the special education placements at the magnet school and Mrs. Olson said the students were placed through the lottery and the town is obligated to pay the special education costs. Mr. Schemm asked if they were in the current lottery and Mrs. Olson said they are already enrolled at the school and the bill comes at the end of the year.</li> <li>• Mr. Giovannone noted that object code 52900 was for a payment to CIRMA for workers comp which came about from the audit. The original number was \$56,300 and went down by \$32,600.</li> <li>• Mr. Coppola asked for a tally of the legal costs for the FOI case and was told it was less than \$4,000.</li> </ul> <p><b>The motion passed unanimously.</b></p> <p><b>C. Gifts &amp; Donations</b></p> <p><b>1. PTO-Exhibit B</b></p> <p><b>Mr. Coppola moved to accept Gifts and Donations: PTO - Exhibit B in the amount of \$21,117.00, seconded by Mr. McCauley.</b></p> <ul style="list-style-type: none"> <li>• Mr. Coppola said it was outstanding how much money the PTO was able to raise for school programs and he encouraged parents to get involved and be active in the schools.</li> </ul> <p><b>The motion passed unanimously.</b></p> <p><b>D. Policy for First Review</b></p> <p><b>1. 6141.321/4118.4/4218.4 Acceptable Use and Internet Safety</b></p>	<p><b>C. Gifts &amp; Donations</b></p> <p><b>1. PTO-Exhibit B</b></p> <p><b>Motion made and passed unanimously to approve Gifts &amp; Donations: PTO-Exhibit B in the amount of \$21,117.00.</b></p> <p><b>D. Policy for First Review</b></p> <p><b>1. 6141.321/4118.4/4218.4 Acceptable Use and Internet Safety</b></p>
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	<ul style="list-style-type: none"> <li>Mrs. Faulenbach asked about the timeline for this policy approval and Mr. Schemm said this would come up at the July meeting.</li> </ul> <p><b>E. Policy for Second Review</b></p> <ol style="list-style-type: none"> <li><b>6142.2 Student Nutrition and Physical Activity (Student Wellness)</b></li> </ol> <ul style="list-style-type: none"> <li>Mr. Coppola asked how the new federal standards would impact this policy and Mr. Smith said the CT state law is stricter than the federal law and takes precedence.</li> </ul> <p><b>F. Policies for Approval</b></p> <ol style="list-style-type: none"> <li><b>4112.5/4212.5 Criminal History Inquiries, Employment Reference Checks and Disclosure of Employee Information to Prospective Employers</b></li> <li><b>9115 Annual Organizational Meeting of the Board</b></li> </ol> <p><b>Mrs. McInerney moved to approve the following Policies:</b></p> <ol style="list-style-type: none"> <li><b>4112.5/4212.5 Criminal History Inquiries, Employment Reference Checks and Disclosure of Employee Information to Prospective Employers</b></li> <li><b>9115 Annual Organizational Meeting of the Board</b></li> </ol> <p><b>Seconded by Mrs. Faulenbach.</b></p> <ul style="list-style-type: none"> <li>Mr. Schemm asked Ms. Baldelli how this would change procedure and Ms. Baldelli said this is not significantly different from what is done now.</li> </ul>	<p><b>E. Policy for Second Review</b></p> <ol style="list-style-type: none"> <li><b>6142.2 Student Nutrition and Physical Activity (Student Wellness)</b></li> </ol> <p><b>F. Policies for Approval</b></p> <ol style="list-style-type: none"> <li><b>4112.5/4212.5 Criminal History Inquiries, Employment Reference Checks and Disclosure of Employee Information to Prospective Employers</b></li> <li><b>9115 Annual Organizational Meeting of the Board</b></li> </ol> <p><b>Motion made and passed unanimously to approve the following Policies:</b></p> <ol style="list-style-type: none"> <li><b>4112.5/4212.5 Criminal History Inquiries, Employment Reference Checks and Disclosure of Employee Information to Prospective Employers</b></li> <li><b>9115 Annual Organizational Meeting of the Board</b></li> </ol>
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	<p><b>The motion passed unanimously.</b></p> <p><b>G. Bid Awards</b></p> <p><b>1. Septic Cleaning</b></p> <p><b>Mr. Coppola moved to award the bid for Septic Cleaning to New Milford Septic, seconded by Mr. McCauley and passed 6-0-1.</b></p> <p><b>Aye: Mrs. Faulenbach, Mr. Dahl, Mr. Schemm, Mr. McCauley, Mrs. McInerney, Mr. Coppola</b>  <b>Abstain: Mr. Lawson</b></p> <p><b>2. Boiler Cleaning</b></p> <p><b>Mrs. Faulenbach moved to award the bid for Boiler Cleaning to Pen Mar, seconded by Mr. McCauley.</b></p> <ul style="list-style-type: none"> <li>• Mrs. Faulenbach said due diligence was done for safety concerns to assure that this company was qualified.</li> </ul> <p><b>The motion passed unanimously.</b></p> <p><b>H. Grant Approvals</b></p> <p><b>1. Adult Education</b></p> <p><b>a. ED 244</b></p> <p><b>Mrs. McInerney moved to approve the Adult Education – ED 244 grant in the amount of \$145,400.00, seconded by Mr. Lawson.</b></p> <p><b>The motion passed unanimously.</b></p> <p><b>b. IEL/Civics - ESL for Life and Work</b></p>	<p><b>G. Bid Awards</b></p> <p><b>1. Septic Cleaning</b></p> <p><b>Motion made and passed to award the bid for Septic Cleaning to New Milford Septic.</b></p> <p><b>2. Boiler Cleaning</b></p> <p><b>Motion made and passed unanimously to award the bid for Boiler Cleaning to Pen Mar.</b></p> <p><b>H. Grant Approvals</b></p> <p><b>1. Adult Education</b></p> <p><b>a. ED 244</b></p> <p><b>Motion made and passed unanimously to approve the Adult Education – ED 244 grant in the amount of \$145,400.00.</b></p> <p><b>b. IEL/Civics - ESL for Life and Work</b></p>
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<p><b>Mr. Coppola moved to approve the Adult Education IEL/Civics - ESL for Life and Work grant in the amount of \$45,000.00, seconded by Mrs. Faulenbach.</b></p> <p><b>The motion passed unanimously.</b></p> <p><b>c. Workplace Readiness - Pathways to the Future</b></p> <p><b>Mrs. Faulenbach moved to approve the Adult Education Workplace Readiness - Pathways to the Future grant in the amount of \$40,000.00, seconded by Mr. McCauley.</b></p> <p><b>The motion passed unanimously.</b></p> <p><b>2. IDEA Grant</b></p> <p><b>Mr. Coppola moved to approve the IDEA-611 grant in the amount of \$850,048.00 and the IDEA-619 grant in the amount of \$33,091.00, seconded by Mrs. McInerney.</b></p> <ul style="list-style-type: none"> <li>• Mr. Coppola said he was impressed with the scope of the grants as they help offset special education costs and after school programming.</li> </ul> <p><b>The motion passed unanimously.</b></p> <p><b>I. Food and Nutrition Services – Exhibit C</b></p> <p><b>1. Healthy Food Certification Statement</b></p> <p><b>Mrs. McInerney moved that the New Milford Board of Education continue its participation in the National School Lunch Program and pursuant to Section 10-215f of the C.G.S., certify that all food items offered for sale to students in the schools under its jurisdiction, and not exempted from the Connecticut Nutrition Standards published by the Connecticut State Department of Education, will comply with the Connecticut Nutrition Standards</b></p>	<p><b>Motion made and passed unanimously to approve the Adult Education IEL/Civics - ESL for Life and Work grant in the amount of \$45,000.00.</b></p> <p><b>c. Workplace Readiness - Pathways to the Future</b></p> <p><b>Motion made and passed unanimously to approve the Adult Education Workplace Readiness - Pathways to the Future grant in the amount of \$40,000.00.</b></p> <p><b>2. IDEA Grant</b></p> <p><b>Motion made and passed unanimously to approve the IDEA-611 grant in the amount of \$850,048.00 and the IDEA-619 grant in the amount of \$33,091.00.</b></p> <p><b>I. Food and Nutrition Services – Exhibit C</b></p> <p><b>1. Healthy Food Certification Statement</b></p> <p><b>Motion made and passed unanimously that the New Milford Board of Education continue its participation in the National School Lunch Program and pursuant to Section 10-215f of the C.G.S., certify that all food items offered for sale to students in the schools under its jurisdiction, and not exempted from</b></p>
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during the period of July 1, 2017, through June 30, 2018. This certification shall include all food offered for sale to students separately from reimbursable meals at all times and from all sources, including but not limited to, school stores, vending machines, school cafeterias, and any fundraising activities on school premises sponsored by the school or by non-school organizations and groups, seconded by Mr. Lawson and passed unanimously.

## 2. Food Certification Exemptions for School Fundraisers

Mr. Coppola moved that the New Milford Board of Education allow the sale to students of food items that do not meet the Connecticut Nutrition Standards provided that the following conditions are met: 1) the sale is in connection with an event occurring after the end of the regular school day or on the weekend; 2) the sale is at the location of the event; and 3) the food items are not sold from a vending machine or school store. An "event" is an occurrence that involves more than just a regularly scheduled practice, meeting, or extracurricular activity. For example, soccer games, school plays, and interscholastic debates are events but soccer practices, play rehearsals, and debate team meetings are not. The "regular school day" is the period from midnight before to 30 minutes after the end of the official school day. "Location" means where the event is being held, seconded by Mr. McCauley.

- Mr. Schemm asked how this procedure was communicated to groups and Mr. Smith said the

the Connecticut Nutrition Standards published by the Connecticut State Department of Education, will comply with the Connecticut Nutrition Standards during the period of July 1, 2017, through June 30, 2018. This certification shall include all food offered for sale to students separately from reimbursable meals at all times and from all sources, including but not limited to, school stores, vending machines, school cafeterias, and any fundraising activities on school premises sponsored by the school or by non-school organizations and groups.

## 2. Food Certification Exemptions for School Fundraisers

Motion made and passed unanimously that the New Milford Board of Education allow the sale to students of food items that do not meet the Connecticut Nutrition Standards provided that the following conditions are met: 1) the sale is in connection with an event occurring after the end of the regular school day or on the weekend; 2) the sale is at the location of the event; and 3) the food items are not sold from a vending machine or school store. An "event" is an occurrence that involves more than just a regularly scheduled practice, meeting, or extracurricular activity. For example, soccer games, school plays, and interscholastic debates are events but soccer practices, play rehearsals, and debate team meetings are not. The

	<p>district works with individual groups and this has been done for the last several years.</p> <p><b>The motion passed unanimously.</b></p> <p><b>3. Beverage Certification Exemptions</b></p> <p><b>Mr. McCauley moved that the New Milford Board of Education allow the sale to students of beverages not listed in Section 10-221q of the Connecticut General Statutes provided that the following conditions are met: 1) the sale is in connection with an event occurring after the end of the regular school day or on the weekend; 2) the sale is at the location of the event; and 3) the beverages are not sold from a vending machine or school store. An "event" is an occurrence that involves more than just a regularly scheduled practice, meeting or extracurricular activity. The "school day" is the period from midnight before to 30 minutes after the end of the official school day. "Location" means where the event is being held, and must be the same place as the food sales, seconded by Mr. Lawson and passed unanimously.</b></p>	<p><b>"regular school day" is the period from midnight before to 30 minutes after the end of the official school day. "Location" means where the event is being held.</b></p> <p><b>3. Beverage Certification Exemptions</b></p> <p><b>Motion made and passed unanimously that the New Milford Board of Education allow the sale to students of beverages not listed in Section 10-221q of the Connecticut General Statutes provided that the following conditions are met: 1) the sale is in connection with an event occurring after the end of the regular school day or on the weekend; 2) the sale is at the location of the event; and 3) the beverages are not sold from a vending machine or school store. An "event" is an occurrence that involves more than just a regularly scheduled practice, meeting or extracurricular activity. The "school day" is the period from midnight before to 30 minutes after the end of the official school day. "Location" means where the event is being held, and must be the same place as the food sales.</b></p>
<b>J. All-Star Transportation Contract</b>	<p><b>Mrs. Faulenbach moved to approve the proposed two-year extension to the Contract between the New Milford Board of Education and All-Star Transportation for Pupil Transportation Services, seconded by Mr. Coppola.</b></p> <ul style="list-style-type: none"> <li>• Mrs. Faulenbach asked for a copy of the signed contract when it was completed.</li> </ul>	<b>J. All-Star Transportation Contract</b>

- Mr. Schemm asked about the number of buses and Mr. Smith said there are 62 currently and this would reduce the number to 61. He said all buses would run on propane by the end of 2019. The new contract will save \$100,000 and has been considered in the proposed budget reductions for the district.
- Mr. Coppola said people often complain to him about the less than full buses but that the district is obligated to provide transportation for every student.
- Mr. Smith added that the district contracts per bus and not per run, so a bus that is not used to capacity for a middle or high school run is often at capacity for an elementary school run.

**The motion passed unanimously.**

**K. Traffic Study**

- Mr. Smith said this issue was discussed at Facilities as to whether the district should look into the cost of requesting proposals to engage a firm to conduct a traffic study at Northville and/or Schaghticoke Middle School regarding drop-off, pickup, and events.
- Mr. Dahl said the traffic study is going to show that there are many cars going through the areas. He said he believes what is needed is increased parking area.
- Mrs. Faulenbach said she thinks there are two issues: the parking lot needs to be safe and in good shape for the needed capacity, and the traffic itself. She asked if the Town was ever asked for assistance, including the Police department and Public Works. Mr. Smith said he could reach out to them.
- Mr. Coppola said the issue with the traffic study is the recommendations will likely cost money. He said reworking the Hill and Plain driveway did help traffic.
- Mr. Smith said the Hill and Plain solution was a low-cost option of putting in a parking area loop

**K. Traffic Study**

	<p>in an open grass field that required little more than the actual paving.</p> <ul style="list-style-type: none"><li>• Mr. McCauley said people park everywhere and so maybe the parking lot does need to be expanded.</li><li>• Mr. Lawson said the question is what is the driver of all the traffic to begin with.</li><li>• Mrs. McInerney asked if they had an idea of what the proposed cost of just the study would be and Mr. Smith said while the exact amount would be identified through the process, it would probably cost several thousand dollars.</li><li>• Mr. Lawson suggested that this topic be sent back to the Facilities Committee for further discussion.</li><li>• Mrs. Faulenbach suggested that someone reach out to the Town as well.</li><li>• Mr. Schemm noted there is usually a personnel piece to these solutions such as traffic control on the road.</li><li>• Mr. Munrett noted he has approached the Town Engineer about chip sealing the parking lot.</li></ul>	
<b>L. 2017-18 Budget Reductions</b>	<ul style="list-style-type: none"><li>• Mr. Lawson said the listed items are proposals for discussion.</li><li>• Mr. Smith said there are three tiers – the top tier is that which does not add risk or impact programming and is a result of the budget’s progression over time, the next adds risk but still does not impact programming, and the third tier adds more risk and impacts programming.</li><li>• Mr. Smith went through the rationale for each line item. He noted reductions in the top tier were based on actuals or per a review of the account. The second-tier items included delaying some items that were planned for this budget and adding to the employee turnover savings, which could be risky if the turnover is lower than projected.</li><li>• The third tier would reduce the payment for 9th grade PSAT testing, reduce supplies for athletics,</li></ul>	<b>L. 2017-18 Budget Reductions</b>

	<p>which might impact freshman and junior varsity teams, reduce the amount for field trips, not fill two vacant positions, and remove the weight room stipend. There is also the possibility of reducing an additional four FTEs. Mr. Smith said salaries account for 65% of the budget and so they would need to be part of the 1% budget cut.</p> <ul style="list-style-type: none"> <li>• Mr. Smith said this proposed list assumes the budget passes as is on Tuesday and additional cuts are not needed.</li> </ul>	
<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>• Mr. Coppola noted that the PTO provides field trip subsidies and asked about the Silver Lake Conference Center. Ms. DiCorpo said there is a ropes course there and other team building opportunities such as building mobile carts and racing each other.</li> <li>• Mr. Schemm said he thinks one of the metrics of field trips is how far students need to travel to get to them.</li> </ul>	<p><b>Items For Information And Discussion</b></p> <p><b>A. Field Trip Report</b></p>
<b>12.</b>	<p><b>Executive Session</b></p> <p><b>A. Discussion of Superintendent's performance and performance evaluation and possible new contract of employment.</b></p> <p><b>Mrs. Faulenbach moved to enter into Executive Session to discuss the Superintendent's performance, evaluation, employment and contract and to invite Mr. Joshua Smith into the session, seconded by Mr. McCauley and passed unanimously.</b></p> <p><b>The Board entered executive session at 9:41 p.m.</b></p> <p><b>Mr. Smith entered executive session at 9:58 p.m.</b></p>	<p><b>Executive Session</b></p> <p><b>A. Discussion of Superintendent's performance and performance evaluation and possible new contract of employment.</b></p> <p><b>Motion made and passed unanimously to enter into Executive Session to discuss the Superintendent's performance, evaluation, employment and contract and to invite Mr. Joshua Smith into the session.</b></p>

	<b>The Board returned to public session at 10:30 p.m.</b>	
<b>13.</b>	<p><b>Discussion and Possible Action</b></p> <p><b>A. Discussion and possible authorization of Board Chair and Board Counsel to enter discussions and/or negotiations with Superintendent of Schools on new, three-year contract.</b></p> <p><b>Mr. Coppola moved that the Board authorize the Board Chair and the Board's legal counsel to enter into discussions and/or negotiations with the Superintendent of Schools on a new, three-year contract, the final terms of which shall be subject to Board approval, seconded by Mr. McCauley and passed unanimously.</b></p>	<p><b>Discussion and Possible Action</b></p> <p><b>A. Discussion and possible authorization of Board Chair and Board Counsel to enter discussions and/or negotiations with Superintendent of Schools on new, three-year contract.</b></p> <p><b>Motion made and passed unanimously to authorize the Board Chair and the Board's legal counsel to enter into discussions and/or negotiations with the Superintendent of Schools on a new, three-year contract, the final terms of which shall be subject to Board approval.</b></p>
<b>14.</b>	<p><b>Adjourn</b></p> <p><b>Mr. McCauley moved to adjourn the meeting at 10:32 p.m., seconded by Mrs. McInerney and passed unanimously.</b></p>	<p><b>Adjourn</b></p> <p><b>Motion made and passed unanimously to adjourn the meeting at 10:32 p.m.</b></p>

Respectfully submitted:



Tammy McInerney  
Secretary  
New Milford Board of Education

**New Milford Board of Education  
Special Meeting Minutes  
May 31, 2017  
Lillis Administration Building – Board Room**

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

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2017 JUN -2 P 12:06  
NEW MILFORD, CT

<b>Also Present:</b>	Mr. Joshua Smith, Superintendent of Schools Mr. Nick Caruso, CAFE Senior Staff Associate for Field Service
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<b>1.</b>	<b>Call to Order</b>	<b>Call to Order</b>
<b>A.</b>	<b>Pledge of Allegiance</b>  The Board workshop special meeting of the New Milford Board of Education was called to order at 6:30 p.m. by Mr. Lawson. The Pledge of Allegiance and a moment of silence immediately followed the call to order.	<b>A. Pledge of Allegiance</b>
<b>2.</b>	<b>Public Comment</b>  • There was none.	<b>Public Comment</b>
<b>3.</b>	<b>Discussion</b>	<b>Discussion</b>
<b>A.</b>	<b>CAFE Senior Staff Associate for Field Service Nick Caruso will facilitate discussion regarding Board roles, responsibilities and goal setting.</b>  • Mr. Caruso said the goal for tonight's meeting is to develop the agenda for the summer retreat. • Mr. Smith said he wanted to determine Board expectations for the retreat so he could prepare data to inform the expected conversation. • Mr. Caruso suggested the retreat could include a Board self-evaluation, completed ahead of	<b>A. CAFE Senior Staff Associate for Field Service Nick Caruso will facilitate discussion regarding Board roles, responsibilities and goal setting.</b>

	<p>time, on such topics as vision, community leadership, ethics, operations, and the superintendent/Board relationship. This evaluation would provide a benchmark going forward and help pinpoint Board strengths and areas for improvement. This in turn could lead to the development of a few Board goals which would in turn drive district goals and the superintendent evaluation.</p> <ul style="list-style-type: none"><li>• Mr. Lawson suggested that Board goals be broken down into-short term and-long term goals as many times there is a financial component that affects the outcome.</li><li>• Mr. Caruso agreed and emphasized that the focus should be on the goal first and then how to make it happen will follow.</li><li>• Mr. Smith said the development of goals and priorities would be very helpful to inform any required adjustments to the budget.</li><li>• Mrs. Faulenbach agreed, saying the Board sometimes gets accused of “pulling something out of a hat”. Developing goals and a plan will show that this is not so and gives the Board something to point to in response.</li><li>• Mr. Smith said goals will focus district priorities and enable alignment system-wide. He said the idea is to start with a few goals and build over time.</li><li>• Mrs. McInerney said having a district plan in place helps keep everyone in focus and on the same page, and when new ideas and suggestions are shared with the Board, we should first look to see if it aligns with a Board goal.</li><li>• Mr. Coppola said he thought these were very important conversations to have and he appreciates the workshop format because the Board meeting structure is not set up for these types of conversations now.</li><li>• Mr. Caruso suggested that the retreat include a segment on governance as well so the Board could look at any adjustments that could allow these conversations to occur in the future.</li></ul>	
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**New Milford Board of Education  
Special Meeting Minutes  
May 31, 2017  
Lillis Administration Building – Board Room**

**Page 3**

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|  | <ul style="list-style-type: none"><li>• Mr. Lawson suggested that a regular schedule of workshops be developed.</li><li>• Mrs. Chastain suggested one or two social events for Board members where they could get to know each other on a different level.</li><li>• Mr. Caruso suggested the retreat begin with a “why you are here” question to provide background.</li><li>• Mr. Schemm said he thought the “why” was very important to discuss because it’s the “why” that drives individual Board members into action.</li><li>• Mr. Lawson asked that all Board members receive a copy of the most recent strategic plan to inform future discussion.</li><li>• Mr. Caruso asked about current strategic planning. Mr. Smith said strategic planning is in next year’s budget but may fall to budget cuts. He said if that is the case the Board could do some of this process internally at least.</li><li>• Mr. Caruso said any goals should include a framework for their development and that this would be a good topic for day two of the retreat.</li><li>• Mr. Dahl agreed and said that any district-wide goals should include evidence at all levels.</li><li>• Mrs. McInerney said she thought the framework would be very helpful in identifying questions that should be answered every time, similar to what takes place now with the curriculum framework.</li><li>• Mr. Schemm said this would allow the actual meetings to focus on extension questions instead of wasting time on clarifications.</li><li>• The Board agreed with the proposed retreat agenda topics.</li><li>• Mr. Lawson asked that Board members complete the self-evaluation and return it at the next scheduled Board meeting so that they could be sent to Mr. Caruso for review.</li></ul> |  |
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**New Milford Board of Education  
Special Meeting Minutes  
May 31, 2017  
Lillis Administration Building – Board Room**

**Page 4**

<b>4.</b>	<b>Adjourn</b>  <b>Mr. Dahl moved to adjourn the meeting at 7:41 p.m., seconded by Mr. Lawson and passed unanimously.</b>	<b>Adjourn</b>  <b>Motion made and passed unanimously to adjourn the meeting at 7:41 p.m.</b>
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Respectfully submitted:



Tammy McInerney  
Secretary  
New Milford Board of Education

NEW MILFORD PUBLIC SCHOOLS

**EXHIBIT A**

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

June 13, 2017

\*\* As of June 8, 2017

\*\*\* As of June 9, 2017

ACTION ITEMS

A. Personnel

1. **CERTIFIED STAFF**

a. **RESIGNATIONS**

1. **Mrs. Joan Conn**, Elementary Teacher, Northville Elementary School  
**Move** that the Board of Education approve the resignation, due to retirement, of **Mrs. Joan Conn** as Elementary Teacher at Northville Elementary School effective June 30, 2017.
2. **Mrs. Trudy Cox**, Art Teacher, Schaghticoke Middle School  
**Move** that the Board of Education approve the resignation, due to retirement, of **Mrs. Trudy Cox** as an Art Teacher at Schaghticoke Middle School effective June 30, 2017.
3. **Mrs. Christina Sprindis**, Elementary Teacher, Northville Elementary School  
**Move** that the Board of Education approve the resignation, due to retirement, of **Mrs. Christine Sprindis** as Elementary Teacher at Northville Elementary School effective June 30, 2017.

Retirement

Retirement

Retirement

b. **NON-RENEWALS**

1. **None**

2. **CERTIFIED STAFF**

b. **APPOINTMENTS**

1. **\*\*Mr. Peter Miserendino**, Physics Teacher, New Milford High School  
**Move** that the Board of Education appoint **Mr. Peter Miserendino** as Physics Teacher at New Milford High School effective August 25, 2017.  
2017-2018 Salary – \$53,462 (Step 2F)

*Education History:*

BS: City University of New York, Lehman College

Major: Physics

MA: Sacred Heart University

Major: Education

*Work Experience:*

3 yrs. Substitute Teacher/Intern - New Milford Public Schools

½ yr. Long Term Sub Brookfield Schools

Replacing: D. Lyttle

**3. NON-CERTIFIED STAFF**

**a. RESIGNATIONS**

1. **\*\*\*Mr. Nicholas Seiser**, Maintenance II, New Milford High School

Took position elsewhere

Move that the Board of Education approve the resignation of **Mr. Nicholas Seiser** as Maintenance II at New Milford High School effective June 13, 2017.

2. **Mrs. Patricia Shannon**, Library Clerk, Sarah Noble Intermediate School

Retirement

Move that the Board of Education approve the resignation, due to retirement, of **Mrs. Patricia Shannon** as Library Clerk at Sarah Noble Intermediate School effective August 31, 2017.

**4. NON-CERTIFIED STAFF**

**b. APPOINTMENTS**

1. **\*\*Ms. Jessica DeVito**, Paraeducator, Schaghticoke Middle School

\$13.40 per hour - Hire Rate to Job Rate  
(after completion of probationary period)

Move that the Board of Education appoint **Ms. Jessica DeVito** as a Paraeducator at Schaghticoke Middle School effective June 14, 2017.

Replacing: D. Burnett

2. **\*\*Ms. Jennifer Smith**, Administrative Secretary to the Director of Fiscal Services and Operations, Central Office

\$18.73 per hour, 8 hours per day (2016-17)  
\$19.15 per hour, 8 hours per day (2017-18)  
Calendar Year  
Class I

Move that the Board of Education appoint **Ms. Jennifer Smith** as Administrative Secretary to the Director of Fiscal Services and Operations at Central Office effective on or about June 29, 2017.

Replacing: N. Calhoun

**5. ADULT EDUCATION STAFF**

**a. RESIGNATIONS**

1. None

**6. ADULT EDUCATION STAFF**

**b. APPOINTMENTS**

1. None

**7. BAND STAFF**

**a. RESIGNATIONS**

1. **Ms. Taylor Davis**, Marching Band Guard Assistant, New Milford High School

Personal Reasons

Move that the Board of Education approve the resignation of **Ms. Taylor Davis** as Marching Band Guard Assistant at New Milford High School effective May 25, 2017.

<p>2. <b>Mr. George Maloney</b>, Marching Band Guard Director for Fall, New Milford High School <u>Move</u> that the Board of Education approve the resignation of <b>Mr. George Maloney</b> as Marching Band Guard Director for Fall at New Milford High School effective May 18, 2017.</p>	Personal Reasons
<p>8. <b>BAND STAFF</b> b. <b>APPOINTMENTS</b> 1. <b>None</b></p>	
<p>9. <b>COACHING STAFF</b> a. <b>RESIGNATIONS</b> 1. <b>**Mr. Anthony Nocera</b>, Freshman Girls' Basketball Coach, New Milford High School <u>Move</u> that the Board of Education approve the resignation of <b>Mr. Anthony Nocera</b> as Freshman Girls' Basketball Coach at New Milford High School effective March 3, 2017.  2. <b>**Mrs. Mindi Sarko</b>, JV Cheerleading Coach, New Milford High School <u>Move</u> that the Board of Education approve the resignation of <b>Mrs. Mindi Sarko</b> as JV Cheerleading Coach at New Milford High School effective May 15, 2017.</p>	<p>Personal Reasons</p> <p>Moving out of state</p>
<p>10. <b>COACHING STAFF</b> b. <b>APPOINTMENTS</b> 1. <b>None</b></p>	
<p>11. <b>LEAVES OF ABSENCE</b> 1. <b>None currently</b></p>	

**9. DISCUSSION AND POSSIBLE ACTION**

**THE FOLLOWING ITEMS CAN BE FOUND ON THE  
OPERATIONS WEB PAGE UNDER JUNE 6, 2017**

- B. Monthly Reports
  - 1. Budget Position
  - 2. Purchase Resolution: D-699
  - 3. Request for Budget Transfers
- D. Bid Awards
  - 3. Special Education – Student Care Workers and Job Coaches
- E. Grant Approval
  - 1. Carl D. Perkins Grant
- I. Adjustments to 2017-2018 Board of Education Adopted Budget

**9. DISCUSSION AND POSSIBLE ACTION**

**THE FOLLOWING ITEM CAN BE FOUND ON THE  
POLICY WEB PAGE UNDER APRIL 25, 2017**

- F. Policy for Second Review
  - 1. 6141.321/ 4118.4/4218.4 Acceptable Use and Internet Safety

**10. ITEMS FOR INFORMATION AND DISCUSSION**

**THE FOLLOWING ITEMS CAN BE FOUND ON THE  
OPERATIONS WEB PAGE UNDER JUNE 6, 2017**

- C. Annual Wellness Report
- D. John J. McCarthy Observatory Annual Report

# REVISED

## EXHIBIT B

### New Milford PTO

Parent Teacher Organization

PO Box 1343

New Milford, CT 06776

---

June 6, 2017

Mr. Joshua Smith  
Superintendent  
50 East Street  
New Milford, CT 06776

Dear Mr. Smith:

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.

#### **Northville Elementary School**

**\$1,170.00** First Grade Science Enrichment: High Touch High Tech. This program helps build problem solving skills, self-esteem and the confidence to try something new

#### **Hill and Plain Elementary School**

**\$2,350.00** Offset the cost of the First Grade field trip to West Hartford Science Center

#### **Schaghticoke Middle School**

**\$5,500.00** Offset the cost for the Sixth Grade field trip to Camp Awosting in Morris CT. The trip will encourage team building, offer cooperative games, and personal challenges for all 6<sup>th</sup> grade students

**-\$5,500.00** The Eighth Grade field trip grant to Lake Compounce was incorrectly included in two monthly reports (April and May)

#### **Sarah Noble Intermediate School**

**\$3,375.00** Crocodile River Music will perform for the whole school. This program will represent many cultural groups, exposing students to new information and ideas.

**\$6,895.00 Grand Total**

Sincerely,  
Kathleen Lewis  
TW PTO President



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

## **MEMORANDUM**

### **3D-1**

**TO:** Joshua D. Smith, Superintendent  
**FROM:** Anthony J. Giovannone, Director of Fiscal Services and Operations  
**Date:** June 8, 2017  
**RE:** Bid # E-1617-112922 - Food and Nutrition Services – Milk Bid

---

On Wednesday, June 7, 2017, two (2) vendors submitted bids to provide Food Services with milk for the district. Those vendors were as follows:

- Cream-o-Land Dairies, LLC (submission sheets are on pages 2-3 of this memo).
- Wade's Dairy Inc. (submission sheets are on pages 3-5 of this memo).

It is my recommendation that the contract be awarded to Wade's Dairy Inc. for the 2017-2018 school year for the following reason(s):

- Wade's Dairy submitted the lowest bid.
- Wade's Dairy has provided good service to New Milford Public Schools in previous years.

I will be glad to discuss this at the Board of Education meeting on June 13, 2017 to answer any and all questions regarding this bid.

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



Item	Pack Size	Est. Daily Usage	Fluctuating Price	Non-Fluctuating Price
<b>Plastic Bottles:</b>				
Fat Free White Milk 8 oz			.41	.43
1% Lowfat White Milk 8 oz			.41	.43
Fat Free Chocolate Milk 8 oz			.41	.43
Fat Free Strawberry Milk 8 oz			.41	.43
<b>Butter Kups</b>				
Water 16.9 oz				.39
Water 8 oz <i>6oz</i>				.25
<b>Low Fat Yogurt:</b>				.69
Dannon Danimals 4 oz				N/A
Upstate 4 oz				18.72
Dannon Nonfat Greek 5.3 oz				N/A

Terms of payment/discount 0

## Page 4 of 5

Item	Pack Size	Est. Daily Usage	Fluctuating Price	Non-Fluctuating Price
<b>Plastic Bottles:</b>				
Fat Free White Milk 8 oz	12		.279	.285
1% Lowfat White Milk 8 oz	11		.295	.301
Fat Free Chocolate Milk 8 oz	13		.296	.302
Fat Free Strawberry Milk 8 oz	14		.298	.304
Butter Kups	8lbs		3.72	—
Poland Water 16.9 oz	40		.22	.22
Kirland Water 8 oz	80		.14	.14
Low Fat Yogurt: 6oz	12		.62	.62
Dannon Danimals 4 oz	48		.30	.30
Upstate 4 oz	—		N/A	N/A
Dannon Nonfat Greek 5.3 oz	—		N/A	N/A

Terms of payment/discount Net 30



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

## **MEMORANDUM**

**3D-2**

**TO: Joshua D. Smith, Superintendent**  
**FROM: Anthony J. Giovannone, Director of Fiscal Services and Operations**  
**Date: June 6, 2017**  
**RE: Bid # E-1617-112923 - Food and Nutrition Services – Frozen Dessert**

---

On Thursday, April 25, 2017, two (2) vendors submitted bids to provide Food Services with frozen desserts for the district. Those vendors were as follows:

- M&R Frosted Food Company, Inc.
- New England Ice Cream Corporation

It is my recommendation that the contract be awarded to New England Ice Cream Corporation for the 2017-2018 school year for the following reason(s):

- New England Ice Cream bid on twenty-two of the twenty-four items submitted where M&R only bid on three items.
- New Milford has done business with New England Ice Cream for many years and they have provided exceptional service.

I will be glad to discuss this at the Operations Sub-Committee meeting on June 6, 2017 along with Sandra Sullivan, Director of Food and Nutrition Services, to answer any and all questions regarding this request for proposal.

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

**CONDITIONS FOR BIDDING:** The Central Valley Co-operative reserves the right to reject any bid if it is deemed to be in the best interests of the co-operative. The Central Valley Co-operative reserves the right to grant an award in total or for any part thereof for the items or services being bid and reserves the right to terminate the contract at any time for due cause which shall include such reasons as unsatisfactory products, service, or if the prices do not conform to the contract specifications.

Proposals will be evaluated based upon the response criteria presented in the request and any other factual information deemed appropriate. The Central Valley Co-operative reserves the right, without prejudice, to reject any or all proposals or parts thereof for any reason, to negotiate changes in the proposal terms, and waive minor inconsistencies with respect to proposals. The Central Valley Co-operative reserve the right to select what they deem as the best proposal and are not bound to accept the lowest cost bid.

DATE 5/23/17

COMPANY New England Ice Cream Corp

ADDRESS 222 Mansfield Ave  
Norton, MA 02766

PHONE 774-961-2000 ext 2013

AUTHORIZED SIGNATURE Uein Imbornone

TITLE Vice President of Sales

**LOCAL CONTACT FOR ORDER CHANGES/PICK UPS/PROBLEMS:**

Name Rick Lewis Phone Number 508-567-2321  
rlewis@neicc.com

\* New England Ice Cream  
appreciates a minimum delivery  
of \$150. per delivery location.

Central Valley Co-operative  
FROZEN DESSERT BID  
2017-2018

COMPANY NAME: New England Ice Cream Corp.

AUTHORIZED COMPANY REP: Kim Imbornore & Rick Lewis

ADDRESS: New England Ice Cream Corporation  
222 Mansfield Avenue  
Norton, MA 02766

The undersigned stipulates that he has read and accepts the conditions set forth in the invitation to bidders, proposal and specifications.

Having read carefully the conditions outlined, the undersigned agrees, in strict accordance with the specification to furnish and deliver to the specified schools, listed products for the period of August 2017-2018, as specified on the attached list.

**Central Valley Co-operative  
2017-2018 Bid Sheet  
Frozen Desserts and Ice Cream**

New England Ice Cream Corporation  
222 Mansfield Avenue  
Norton, MA 02766

Manufacturer	Food Item	Serving Size	CASE Pack Size	Item #	CASE Price	Healthy Food Listing
Fieldbrook	Cotton Candy Cups	3 oz	24	50083	8.18	Yes
Fieldbrook	Vanilla/Chocolate Cup	3 oz	24	50082	7.76	Yes
Hood	Raspberry Frozen Yogurt	4 oz	24	50063	8.44	Yes
Hershey's Ice Cream	Chocolate Ice Cream, Low-Fat	3 fl oz	no	Bid	—	Yes
Hershey's Ice Cream	Cotton Candy Ice Cream, Low-Fat	3 fl oz	24	50083	8.18	Yes
Hershey's Ice Cream	Twister Cups, Assorted Flavors	3.75 fl oz. 302.	24	50082	7.76	Yes
Hershey's Ice Cream	Vanilla Ice Cream, Low-Fat	3 fl oz	no	Bid	—	Yes
J&J Snack Foods	Luigi's 100% Frozen Juice Sorbet, Assorted Flavors	4.4 fl oz	96	73110/13	35.68	Yes
J&J Snack Foods	Shape Ups Swirled 100% Frozen Juice Cups Assorted Flavors	4.4 fl oz	84	80714/75	33.10	Yes
J&J Snack Foods	Whole Fruit Premium Frozen 100% Juice Bar, Assorted Flavors	2 fl oz	100	73097	25.60	Yes
Rich's Ice Cream	Chocolate Shortcake	3 fl oz	24	67002	8.74	Yes
Rich's Ice Cream	Creamy Cotton Candy Bar	2.5 oz	24	67019	7.48	Yes
Rich's Ice Cream	Crumbled Cookie Cone	3 fl oz	24	67006	10.90	Yes
Rich's Ice Cream	Fudge Frenzy	3 fl oz	24	67024	7.10	Yes
Rich's Ice Cream	Low-fat Vanilla Sandwich	3 fl oz	24	67012	9.55	Yes
Rich's Ice Cream	Orange Cream Bar	2.5 fl oz	24	67008	7.48	Yes
Rich's Ice Cream	Orange Polar Pole	2.75 fl oz	24	67014	9.45	Yes
Rich's Ice Cream	Rainbow Polar Pole	2.75 fl oz	24	67015	9.45	Yes
Rich's Ice Cream	Sour Swell, Cherry	2.5 fl oz	24	67017	7.48	Yes
Rich's Ice Cream	Strawberry Shortcake	3 fl oz	24	67004	8.74	Yes
Rich's Ice Cream	Vanilla & Chocolate Cone	3 fl oz	24	67007	10.90	Yes
Rosati	Rosati Italian Ice Cups with 100% Fruit Juice, Assorted Flavors & Holiday Novelities	4.4 fl oz	90	80052-	34.60	Yes
Washburn Dairy	Dolly Madison Fat Free Frozen Yogurt, Chocolate	4 fl oz	24	50202	7.75	Yes
Washburn Dairy	Dolly Madison Fat Free Frozen Yogurt, Vanilla	4 fl oz	24	50200	7.75	Yes

me R. Foster

# Central Valley Co-operative 2017-2018 Bid Sheet Frozen Desserts and Ice Cream

Manufacturer	Food Item	Serving Size	Pack Size	Item #	Price	Healthy Food Listing
Fieldbrook	Cotton Candy Cups	3 oz				Yes
Fieldbrook	Vanilla/Chocolate Cup	3 oz				Yes
Hood	Raspberry Frozen Yogurt	4 oz				Yes
Hershey's Ice Cream	Chocolate Ice Cream, Low-Fat	3 fl oz				Yes
Hershey's Ice Cream	Cotton Candy Ice Cream, Low-Fat	3 fl oz				Yes
Hershey's Ice Cream	Twister Cups, Assorted Flavors	3.75 fl oz				Yes
Hershey's Ice Cream	Vanilla Ice Cream, Low-Fat	3 fl oz				Yes
J&J Snack Foods	Luigi's 100% Frozen Juice Sorbet, Assorted Flavors	4.4 fl oz	96		27.97	Yes
J&J Snack Foods	Shape Ups Swirled 100% Frozen Juice Cups Assorted Flavors	4.4 fl oz	96		27.97	Yes
J&J Snack Foods	Whole Fruit Premium Frozen 100% Juice Bar, Assorted Flavors	2 fl oz	100		18.60	Yes
Rich's Ice Cream	Chocolate Shortcake	3 fl oz				Yes
Rich's Ice Cream	Creamy Cotton Candy Bar	2.5 oz				Yes
Rich's Ice Cream	Crumbled Cookie Cone	3 fl oz				Yes
Rich's Ice Cream	Fudge Frenzy	3 fl oz				Yes
Rich's Ice Cream	Low-fat Vanilla Sandwich	3 fl oz				Yes
Rich's Ice Cream	Orange Cream Bar	2.5 fl oz				Yes
Rich's Ice Cream	Orange Polar Pole	2.75 fl oz				Yes
Rich's Ice Cream	Rainbow Polar Pole	2.75 fl oz				Yes
Rich's Ice Cream	Sour Swell, Cherry	2.5 fl oz				Yes
Rich's Ice Cream	Strawberry Shortcake	3 fl oz				Yes
Rich's Ice Cream	Vanilla & Chocolate Cone	3 fl oz				Yes
Rosati	Rosati Italian Ice Cups with 100% Fruit Juice, Assorted Flavors & Holiday Novelities	4.4 fl oz				Yes
Washburn Dairy	Dolly Madison Fat Free Frozen Yogurt, Chocolate	4 fl oz				Yes
Washburn Dairy	Dolly Madison Fat Free Frozen Yogurt, Vanilla	4 fl oz				Yes

## **Instruction**

### **Student Nutrition and Physical Activity (Student Wellness)**

The New Milford Board of Education shall use a coordinated school health model in order to make wellness a cornerstone of our educational program. This well-rounded approach to school health connects the various components of health education, physical education, nutrition services, health promotion activities for staff, school health services, counseling and psychological support services, a safe and healthy school environment, and parent and community involvement. The teamwork that is inherent in this comprehensive model is intended to build momentum toward a program that supports positive dietary and lifestyle practices that are essential for students to achieve their academic potential, full physical and mental growth and lifelong health and well-being.

The entire school environment, not just the classroom, shall be aligned with healthy school goals to positively influence the student's understanding, beliefs and habits as they relate to good nutrition and regular physical activity.

#### **Guiding Principles:**

- The Board of Education delegates the responsibility for developing, implementing, monitoring, reviewing and revising the school district's wellness policy guidelines (administrative regulations) to a Wellness Advisory Council comprised of the following members: parents, students, school food service personnel, members of the board of education, administrators, the public, school nurse, physical education teacher, health education teacher and any other person that the team wishes to invite to help achieve its goals.
- The Wellness Advisory Council will create a wellness plan that addresses goals and standards for nutrition promotion and education, physical education and physical activity, school meals, beverages and other food, communication and promotion and measurement and evaluation of the plan.
- During the regular school day, all students will be provided with opportunities, support, and encouragement to be physically active. Physical activity shall not be used as a form of discipline. Preventing elementary students from participating in the time devoted to physical exercise shall not be used as a form of discipline.
- Curriculum:
  - The physical education program shall be a standards-based, sequential physical education curriculum taught in grades K-12 by qualified physical education teachers. A key component of this program is to teach students how to achieve and maintain a healthy level of personal fitness.

## **Instruction**

### **Student Nutrition and Physical Activity (Student Wellness)**

- Nutrition education shall be offered in grades K-12 as part of a planned, sequential, standards-based comprehensive health education program taught by highly qualified teachers.
- Foods and beverages sold or served under school auspices during the instructional school day will meet or exceed the nutrition recommendations of the *USDA Dietary Guidelines for Americans*.
- Foods and beverages provided, but not sold, to students during the school day shall meet or exceed state and federal nutrition standards.
- Foods and beverages marketed to students during the school day shall meet or exceed federal Smart Snacks in School nutrition standards.
- The District shall provide meals that follow the USDA requirements for Federal School Meal Programs under 7CFR Part 210 and 220.
- Highly qualified nutrition professionals will administer the school meal programs, and will provide affordable, nutrient-dense foods. Guidelines for age-appropriate portion size and maximum amount of fat, sodium, sugar and other additives in foods served and sold will be established and reviewed according to current scientific and medical research.
- Meals will be served in a relaxed, enjoyable climate, with adequate clean, safe space for eating.
- School menus shall be planned in order to meet or exceed state and national nutritional standards. Nutritious and healthy foods, such as fresh or dried fruits, vegetables, low-fat dairy foods, whole grains, and 100% natural fruit and vegetable juices and water, shall be made available wherever food is sold in the District.
- Healthy foods and beverages shall be encouraged at school sponsored activities, such as fundraisers, parties and sporting events. In addition, the District will only permit those foods and beverages that are permitted under state law (in particular, Connecticut General Statutes §§ 10-221p and 10-221q and the guidelines established by the State Department of Education) to be sold to students.
- The district highly values the health and well-being of every staff member and shall plan and implement activities and policies that support personal efforts by staff members to maintain a healthy lifestyle and that encourage staff members to serve as role models.

## **Instruction**

### **Student Nutrition and Physical Activity (Student Wellness)**

- Measurement and evaluation:
  - Establish a baseline of school wellness in each school by conducting a self-assessment using standard instruments.
  - Assign school-based leadership and responsibility in each site to monitor compliance to achieve policy goals.
  - The Superintendent and/or his/her designee is responsible for the implementation and oversight of the District's wellness policy.

Legal Reference: 42 USCA 1751, Richard B. Russell National School Lunch Act (as amended by the Child Nutrition and WIC Reauthorization Act of 2004, Public Law 108-265, Section 204).

Connecticut General Statutes:

10-215e Nutrition standards for food that is not part of lunch or breakfast program  
10-215f Certification that food meets nutrition standards  
10-221o Lunch periods and recess  
10-221p Boards to make available for purchase nutritious and low-fat foods  
10-221q Sale of beverages

Action Guide for School Nutrition and Physical Activity Policies, Connecticut State Department of Education, (Revised April 2009)

Policy Adopted: June 13, 2006  
Policy revised: October 13, 2009  
Policy revised: October 8, 2013

NEW MILFORD PUBLIC SCHOOLS  
New Milford, Connecticut

# APPROVED FIELD TRIPS

## June 2017

<u>School</u>	<u>Grade/Dept.</u>	<u>Trip Date</u>	<u>Week</u>	<u># of Students</u>	<u># of Adults</u>	<u>Destination</u>	<u>Subs</u>	<u>Student Cost</u>
NMHS	10-12	05-18-17	Thursday	30	3	Cartus	3	\$5.00/Perkins Grant
NMHS	9-12	05-23-17	Tuesday	8	2	The Maxx (Team Waramaug vs NM Rotary)	0	0.00
SNIS	3-5	05-23-17	Tuesday	30	1	SMS (band)	1	0.00
SMS	6-8	05-25-17	Thursday	20	5	Bethel High School (Unified Sports)	0	0.00
SMS	8	05-25-17	Thursday	9	4	NMHS (transition tour)	2	0.00
NMHS	12	06-01-17	Thursday	56	2	HPS (Children's Literature class)	1	0.00
SMS	6-8	06-13-17	Tuesday	8	3	NMHS- hands on life/social emotional skills outside class	0	0.00
NES	2	06-16-17	Friday	14	6	SNIS- (transition tour)	0	0.00
NMHS	9-12	06-24-17	Saturday	70	2	WCSU O'Neill Center (band for graduation)	0	0.00



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

## **MEMORANDUM**

**4-A**

**FROM: Anthony J. Giovannone, Director of Fiscal Services and Operations**  
**Date: June 7, 2017**  
**RE: ANNUAL EMERGENCY PREPAREDNESS REPORT 2016-2017**

---

BOE Policy 3516.3 stipulates that the Superintendent of Schools shall "provide an annual report to the Board of Education summarizing the district's activities regarding school security and safety". It is the purpose of this document to review the past year.

The work done during the last year developing individual emergency plans for each school satisfied the State of Connecticut as well as revising each location's individualized emergency plan. Below is a list of other security related activities that took place during the year. It is provided as a summary and does not include all activities but rather is offered to provide a view of the breadth and scope of activities covered:

### Activities within the Schools

1. Fire Drills & Lockdowns at each school
2. Visitor registration system now implemented at each school
3. Currently 4 security monitors are deployed at our K-8 schools for a total of 8 district-wide
4. Turf field security camera system
5. Water Quality testing
6. Pest Control

### Collaboration with the Town of New Milford

1. Collaboration with Police Force
2. Visits from Canine Patrol

### New Milford Board of Education Central Office Activities

1. Participation in the statewide CIRMA Risk Management Advisory Committee securing Cyber Risk coverage under our existing CIRMA policy in conjunction with the Town of New Milford
2. Continued internet infrastructure with appropriate server storage and backup

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

## **Administration**

### **Superintendent Evaluation Process**

#### **Purpose**

The Board will provide the Superintendent with feedback as to his/her performance against the annual goals of the Board and his/her personal competencies on at least a semi-annual basis to ensure school system progress.

#### **Process**

There shall be four steps to the evaluation process:

- ~~1. Prior to the adoption of a budget, the Board adopts goals for the upcoming school year. Once adopted, those goals become the Superintendent's critical goals for the upcoming year.~~
- ~~2.~~ **1. In July/*August* (the beginning of the applicable school year), *the Board and Superintendent discuss and identify district goals. Based on the discussion, the Superintendent (and others as needed) drafts annual performance goals and district goals.* these goals shall be reviewed and modified, if necessary, based upon the outcomes of the Town's budget deliberations.**
- 2. In September/October, the Board reviews and considers approval of annual district goals. A review of district and school improvement plans, in the context of district goals, follows.**
- 3. In January/February, a mid-year review of Board goals and Superintendent performance goals occurs with informal discussion and feedback regarding Superintendent performance. Goals are adjusted as needed.**
- ~~2. In February of the school year, the Superintendent will complete a self-evaluation using the Superintendent Competency Standards. Comment and feedback will be conducted verbally during Executive Session at the meeting in February. Serious deficiencies or differences of opinion on progress will be referred to the Board's Operations Committee to consult with the Superintendent and report to the full Board the resolution of such issues as may exist.~~
- ~~3.~~ **4. By May/*June 1<sup>st</sup>* of each year, the Superintendent will present information/data on both district improvement goals and superintendent performance standards and the Board will evaluate the Superintendent's job performance based on the**

**information presented.** A full ~~review~~ **evaluation** of the year's results against the **goals and standards** ~~Competencies~~ will be completed by each Board member and submitted to the Chairman. The Chairman and another Board member shall prepare a draft evaluation encompassing the proposed evaluations he/she has received and distribute same draft for discussion at the meeting in May/June. The evaluation with agreed upon revisions will be presented to the Superintendent before the meeting in May/June and discussed at the May/June meeting with the Superintendent in Executive Session. Based upon the decisions made it may be voted on at that meeting, but if not, a ~~final~~ evaluation must be adopted not later than June 1<sup>st</sup> **July 1st**.

Regulation approved:  
Regulation revised:

June 11, 2002  
June 21, 2005

NEW MILFORD PUBLIC SCHOOLS  
New Milford, Connecticut

## Superintendent Evaluation Process

### Superintendent's Evaluation Cycle:

#### **I. Timeline:**

<i>July/August</i>	Board and Superintendent Discuss and Identify District Goals Based on the Discussion the Superintendent (and others as needed) drafts Annual Performance Goals and District Goals
<i>September/ October</i>	Board of Education Reviews and Considers Approval of Annual District Goals Review of District and School Improvement Plans in the Context of District Goals
<i>January/ February</i>	Mid-year review of Board Goals and Superintendent Performance Goals Informal discussion regarding Superintendent Performance as it relates to the LEAD CT Superintendent Competency Framework Informal feedback provided by BOE to Superintendent Goals Adjusted as needed
<i>May/June</i>	Superintendent Evaluation Session Superintendent presents information/data on both District Improvement Goals and Superintendent Performance Standards  BOE evaluates Superintendent's job performance based on the information presented and the standards outlined in the LEAD CT Superintendent Competency Framework.

---

### Rubric for Use in the Superintendent Evaluation Process

**See Companion Document *Superintendent Leadership Competency Framework* for specifics regarding ratings for each domain.** When completing the rubric, check the most appropriate rating box on a scale of 4-1 (4 representing the highest rating, 1 the lowest) for each section. A "Not Sure" rating is provided for use if you feel unable to rate a section for any reason.

A space for comments is also provided for each section and at the end.

<b>1. Vision: Develops and Implements Vision that Inspires Action and Commitment</b>	<b>Fails to Meet Standard (1)</b>	<b>Emergent (2)</b>	<b>Accomplished (3)</b>	<b>Exemplary (4)</b>	<b>Not Sure</b>
1.1. Works with the board of education to develop a compelling vision that puts improving teaching and student learning at its core and reflects the community's values, beliefs and highest aspirations for its children.					
1.2. Articulates to all stakeholders the importance of achieving the vision.					
1.3. Secures commitment from all stakeholders to act up on the vision of what the district must become.					
1.4. Creates urgency for action and consensus around key solutions, catalyzing action when consensus is unlikely.					
1.5. Continuously demonstrates through communication, leadership routines and professional practices the importance of achieving the vision.					
<b>Total - Vision</b>					
Please add any additional comments here (comments will be shared with participants):					
<b>2. District Leadership: Develops and Implements a District Leadership Theory of Action and /or District Goals that Guides Decision Making</b>	<b>Fails to Meet Standard (1)</b>	<b>Emergent (2)</b>	<b>Accomplished (3)</b>	<b>Exemplary (4)</b>	<b>Not Sure</b>
2.1. Articulates and acts upon an overarching theory of action and/or district goals that communicates the underlying rationale for how the district will achieve its vision.					
2.2. Articulates and tests theories of action and/or district goals for all major aspects of the district's improvement work.					
2.3. Executes a district leadership theory of action and/or district goals to build district coherence and alignment.					
<b>Total - District Leadership</b>					
Please add any additional comments here (comments will be shared with participants):					

<b>3. Aligns Resources to Drive a District-Wide Strategy for Improving the Performance of all Students</b>	<b>Fails to Meet Standard (1)</b>	<b>Emergent (2)</b>	<b>Accomplished (3)</b>	<b>Exemplary (4)</b>	<b>Not Sure</b>
3.1. Examines a wide range of data to determine root causes of areas of concern related to improving teaching and learning.					
3.2. Involves key stakeholders in developing strategies to address areas of concern.					
3.3. Focuses on a small number of high-leverage strategies aligned with the theory of action and/or district goals.					
3.4. Leads a budget development process that results in systems and support for integrated district improvement strategies.					
<b>Total – Aligned Resources</b>					
Please add any additional comments here (comments will be shared with participants):					
<b>4. Demonstrates Results and Improvement Orientation that Addresses both Accountability and Capacity-Building</b>	<b>Fails to Meet Standard (1)</b>	<b>Emergent (2)</b>	<b>Accomplished (3)</b>	<b>Exemplary (4)</b>	<b>Not Sure</b>
4.1. Guides leadership teams to develop and maintain meaningful and measurable goals for professional practice and student learning at the district and school level.					
4.2. Establishes an aligned, district-wide improvement cycle based on diagnosis, planning, implementation, and monitoring.					
4.3. Establishes accountability for improvement at the district, school and classroom level.					
<b>Total Accountability and Capacity-Building</b>					
Please add any additional comments here (comments will be shared with participants):					

<b>5. Demonstrates Leadership Grounded in Collaborative Governance</b>	<b>Fails to Meet Standard (1)</b>	<b>Emergent (2)</b>	<b>Accomplished (3)</b>	<b>Exemplary (4)</b>	<b>Not Sure</b>
5.1. Works with the board to establish district goals and systems and processes for monitoring progress over time.					
5.2. Works in cooperation with the board of education to engage and inform of progress towards goals.					
5.3. Works with the board of education to regularly assess and to clarify the roles and responsibilities of the board and the superintendent in the areas of policy, management, and collaborative governance.					
5.4. Demonstrates strong support and advocacy for board approved district goals in various public settings.					
<b>Total – Collaborative Governance</b>					
Please add any additional comments here (comments will be shared with participants):					
<b>6. Establishes Structures and Processes that Sustain a Culture of Continuous Improvement and Accountability</b>	<b>Fails to Meet Standard (1)</b>	<b>Emergent (2)</b>	<b>Accomplished (3)</b>	<b>Exemplary (4)</b>	<b>Not Sure</b>
6.1. Holds all district leaders responsible for developing and sustaining a strong professional culture characterized by shared responsibility.					
6.2. Invests in developing the capacity of teachers and leaders to improve performance over time.					
6.3. Demonstrates a strong commitment to professional learning at all levels of the organization.					
<b>Total - Culture of Continuous Improvement and Accountability</b>					
Please add any additional comments here (comments will be shared with participants):					

<b>7. Purposely Aligns Systems and Structures that Support the District Improvement Plan</b>	<b>Fails to Meet Standard (1)</b>	<b>Emergent (2)</b>	<b>Accomplished (3)</b>	<b>Exemplary (4)</b>	<b>Not Sure</b>
7.1. Develops and oversees a comprehensive approach to human capital that aligns to district, vision, strategy and goals.					
7.2. Establishes and implements a strategic approach to resource allocation and budget management.					
7.3. Ensures effective management of the district's core functions.					
<b>Total - Aligns Structures to Support District Improvement Plan</b>					
Please add any additional comments here (comments will be shared with participants):					
<b>8. Personal Leadership Competencies Associated with Effective Leadership</b>	<b>Fails to Meet Standard (1)</b>	<b>Emergent (2)</b>	<b>Accomplished (3)</b>	<b>Exemplary (4)</b>	<b>Not Sure</b>
8.1. Demonstrates belief that every student can achieve at high levels and demonstrates an urgency to improve student achievement.					
8.2. Manages Change and Resistance. Manages resistance to change and engages in difficult conversations to maintain consistent focus on high levels of achievement.					
8.3. Relationship Building. Builds trusting, respectful relationships to improve student learning.					
8.4. Equitable Practice. Explores how identity and life experiences have shaped assumptions and unconscious biases. Works to increase self-awareness to have a positive impact.					
8.5. Resiliency and Perseverance. Effectively anticipates and responds to challenges and remains focused on the vision of high expectations when faced with adversity.					
8.6. Advanced Communication Skills. Uses consensus building, negotiation strategies and conflict resolution skills to lead authentic stakeholder engagement.					
<b>Total - Effective District Leadership:</b>					
Please add any additional comments here (comments will be shared with participants):					

Additional comments:

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Signature \_\_\_\_\_ Date \_\_\_\_\_

# COMPANION DOCUMENT for Superintendent Evaluation Process

## Superintendent Leadership Competency Framework

Adapted from LEAD CT draft of October 2014

**New Milford Board of Education  
May 2017**

## 1. Vision: Develops and Implements Vision that Inspires Action and Commitment

Key Competencies:	Fails to Meet Standard	Emergent	Accomplished	Exemplary
<p><b>1.1 Works with the board of education to develop a compelling vision that puts improving teaching and student learning at its core and reflects the community's values, beliefs and highest aspirations for its children.</b></p> <p><b>1.2 Articulates to all stakeholders the importance of achieving the vision.</b></p> <p><b>1.3 Secures commitment from all stakeholders to act up on the vision of what the district must become.</b></p> <p><b>1.4 Creates urgency for action and consensus around key solutions, catalyzing action when consensus is unlikely.</b></p> <p><b>1.5 Continuously demonstrates through communication, leadership routines and professional practices the importance of achieving the vision.</b></p>	<ul style="list-style-type: none"> <li>• Vision or district priorities are poorly defined or the School Board, Parents, Teachers and/or the Community do not feel that it represents their values or beliefs.</li> <li>• The School Board, Parents, and Teachers cannot articulate their role in actualizing the district vision.</li> <li>• Few administrators communicate with families regarding the district vision or improvement plan and when they do, these communications are uneven or do not consider how the information may be experienced by those receiving it.</li> <li>• The Superintendent's behavior and language in either formal or informal settings seem misaligned with actualizing the stated vision.</li> </ul>	<ul style="list-style-type: none"> <li>• The School Board, Parents, Teachers and the Community have little or no input on district vision.</li> <li>• The School Board, Parents, and Teachers can partially articulate their role in actualizing the district vision but this articulation is uneven and lacks clarity.</li> <li>• Some administrators' communication with families regarding the district vision or improvement plan are prompt, consistent in message, actively engage parent feedback, respectful and sensitive to differences in parents', caretakers' and community members' cultures and home language.</li> <li>• The Superintendent's behavior and language in both formal and informal settings mostly aligns with actualizing the stated vision.</li> </ul>	<ul style="list-style-type: none"> <li>• The School Board, Parents, Teachers and the Community have opportunities to provide input on the district vision represents their values and beliefs and presents rigorous but attainable goals.</li> <li>• The School Board, Parents, and Teachers can clearly and consistently articulate their specific role(s) in actualizing the district vision.</li> <li>• Most administrators' communication with families regarding the district vision or improvement plan are prompt, consistent in message, respectful and sensitive to differences in parents', caretakers' and community members' cultures and home language.</li> <li>• The Superintendent's behavior and language in both formal and informal settings aligns actualizing the stated vision.</li> </ul>	<ul style="list-style-type: none"> <li>• The School Board, Parents, Teachers, Students and the Community feel that the district vision represents their values and beliefs, presents rigorous but attainable goals and is part of an ongoing collaborative conversation about the purpose and goals of the system.</li> <li>• The School Board, Parents, Teachers, Students, and the Community can clearly and consistently articulate their specific role(s) in actualizing the district vision and can point to current activities that they are engaged in that align with those roles.</li> <li>• Across the district, administrators' communication with families regarding the district vision are prompt, consistent in message, actively engage parent feedback, respectful and sensitive to differences in parents', caretakers' and community members' cultures and home language.</li> <li>• The Superintendent's behavior and language in both formal and informal settings aligns with actualizing the stated vision and he/she asks both direct reports and community members to provide feedback on this alignment.</li> </ul>

## 2. District Leadership: Develops and Implements a District Leadership Theory of Action and/or Goals that Guide Decision Making

Key Competencies:	Fails to Meet Standard	Emergent	Accomplished	Exemplary
<p><b>2.1 Articulates and acts upon an overarching theory of action and/or district goals that communicate the underlying rationale for how the district will achieve its vision.</b></p> <p><b>2.2 Articulates and tests theories of action and/or district goals for all major aspects of the district's improvement work.</b></p> <p><b>2.3 Executes a district leadership theory of action and/or district goals to build district coherence and alignment.</b></p>	<ul style="list-style-type: none"> <li>• The Superintendent frequently falters at articulating the alignment between vision and theory of action and/or district goals and how the resultant activities are important, coherent and necessary to success.</li> <li>• There are limited mechanisms for communication with the community regarding district initiatives or how they align to the vision. Barriers to greater community involvement in improving district effectiveness are in place.</li> <li>• Limited infrastructure exists to provide schools with effective monitoring of the interventions associated with the district theory of action and/or district goals.</li> <li>• Many implementing interventions associated with the theory of action and/or district goals do not understand or cannot articulate how these interventions work together to support goal attainment.</li> </ul>	<ul style="list-style-type: none"> <li>• The Superintendent is able to articulate the alignment between vision and theory of action and/or district goals, though has some difficulty in explaining how the resultant activities are important, coherent and necessary to success.</li> <li>• The Superintendent establishes some mechanisms for communication with the community regarding district initiatives and how they align to the vision. Barriers to greater community involvement in improving district effectiveness are recognized and plans exist to address them.</li> <li>• Though the district has invested in infrastructure to provide schools with effective monitoring of the interventions associated with the district theory of action and/or district goals, gaps exist with some schools receiving minimal or insufficient resources for this purpose.</li> <li>• Those responsible for implementing interventions associated with the theory of action and/or district goals can partially articulate how these interventions work independently and together to support goal attainment.</li> </ul>	<ul style="list-style-type: none"> <li>• The Superintendent is able to articulate the alignment between vision and theory of action and/or district goals and how the resultant activities are important, coherent and necessary to success.</li> <li>• The Superintendent establishes ongoing relationships and regular mechanisms for communication with the community regarding district initiatives and how they align to the vision as well. Barriers to greater community involvement in improving district effectiveness are actively being addressed.</li> <li>• The necessary infrastructure, including adequate technological and computing resources, access to quality information, and human capital, exists to provide schools with effective monitoring of the interventions associated with the theory of action and/or district goals.</li> <li>• Those responsible for implementing interventions associated with the theory of action and/or district goals can clearly articulate how these interventions work independently and together to support goal attainment.</li> </ul>	<ul style="list-style-type: none"> <li>• The Superintendent is able to articulate the alignment between vision and theory of action and/or district goals and how the resultant activities are important, coherent and necessary to success as well as the potential challenges and strengths of current implementation.</li> <li>• The Superintendent establishes ongoing relationships and regular mechanisms for two-way communication with the community regarding district initiatives and how they align to the vision. Barriers to greater community involvement in improving district effectiveness are actively being addressed and include opportunities for community input and decision-making.</li> <li>• The necessary infrastructure, including adequate technological and computing resources, access to quality information, and human capital, exists to provide schools with effective monitoring of the interventions associated with the theory of action and/or district goals and support to guide adjustments to these interventions.</li> <li>• Those responsible for implementing interventions associated with the theory of action and/or district goals can clearly articulate how these interventions work independently and together to support goal attainment as well as how the district has supported enhancements to the interventions over time.</li> </ul>

### 3. Aligned Resources: Aligns Resources to Drive a District-Wide Strategy for Improving the Performance of all Students

Key Competencies:	Fails to Meet Standard	Emergent	Accomplished	Exemplary
<p><b>3.1 Examines a wide range of data to determine root causes of areas of concern related to improving teaching and learning.</b></p> <p><b>3.2 Involves key stakeholders in developing strategies to address areas of concern.</b></p> <p><b>3.3 Focuses on a small number of high-leverage strategies aligned with the theory of action and/or district goals.</b></p> <p><b>3.4 Leads a budget development process that results in systems and support for integrated district improvement strategies.</b></p>	<ul style="list-style-type: none"> <li>• The district does not solicit key stakeholders views regarding the best approach to meet current challenges related to teaching and learning.</li> <li>• Decisions regarding changes to school resource allocation, for example, removing support services for students, and/or professional development are often made without regard to data on student achievement, educator evaluation results, or best practice.</li> <li>• The district lacks an adequate data infrastructure to conduct useful and holistic analysis regarding areas of concern related to teaching and learning.</li> </ul>	<ul style="list-style-type: none"> <li>• The district presents plans to address meet current challenges related to learning and teaching to key stakeholder groups with opportunities for feedback and questions.</li> <li>• Decisions regarding changes to school resource allocation, for example, removing support services for students, and/or professional development are sometimes made without regard to data on student achievement, educator evaluation results, or best practice.</li> <li>• While a data infrastructure to support the collection, storage and analysis of informal and formal observation data, community feedback and student achievement exists, it is often underutilized due to resource constraints.</li> </ul>	<ul style="list-style-type: none"> <li>• The district has created mechanisms to solicit key stakeholders' views regarding the best approach to meet current challenges related to teaching and learning.</li> <li>• Decisions regarding changes to school resource allocation, for example, removing support services for students, and/or professional development are made only when there is supporting evidence that such change is needed.</li> <li>• There is sufficient data infrastructure to support the collection, storage and analysis of informal and formal observation data, community feedback and student achievement.</li> </ul>	<ul style="list-style-type: none"> <li>• The district has created mechanisms for meaningful two-way conversations with key stakeholders such that they are not only asked to provide their views regarding the best approach to meet current challenges related to teaching and learning but are also encouraged to bring issues and potential solutions to the district for discussion and consideration.</li> <li>• Decisions regarding changes to school resource allocation, for example, removing support services for students, and/or professional development are made only when there is supporting evidence that such change is needed and these decisions are conveyed in a timely and easily accessible manner to the larger community.</li> <li>• There is sufficient data infrastructure to support the collection, storage and analysis of informal and formal observation data, community feedback and student achievement such that patterns of performance within and across schools can be identified and addressed.</li> </ul>

#### 4. Accountability: Demonstrates Results and Improvement Orientation that Addresses both Accountability and Capacity-Building

Key Competencies:	Fails to Meet Standard	Emergent	Accomplished	Exemplary
<p><b>4.1 Guides leadership teams to develop and maintain meaningful and measurable goals for professional practice and student learning at the district and school level.</b></p> <p><b>4.2 Establishes an aligned, district-wide improvement cycle based on diagnosis, planning, implementation, and monitoring.</b></p> <p><b>4.3 Establishes accountability for improvement at the district, school and classroom level.</b></p>	<ul style="list-style-type: none"> <li>• Few school leadership teams have generated school level theory of actions and/or district goals aligned with the district's and/or include performance targets only for student outcomes.</li> <li>• School administrators report that district monitoring of school performance fails to produce timely data or the data provided cannot easily be used for future planning and implementation.</li> <li>• Few administrator teams use a variety of formal and informal methods and assessments including common interim assessments aligned across grade levels and subject areas to evaluate current practice.</li> <li>• Few school administrators report having either the necessary resources (e.g., time, human capital) or support to effectively review assessment data and identify interventions to appropriately adjust practice.</li> <li>• The district lacks the resources to support schools in their improvement cycle or provides only limited adequate access to individuals with the necessary expertise in data analysis, management or assessment.</li> </ul>	<ul style="list-style-type: none"> <li>• Though most school leadership teams have generated school level theory of actions and/or district goals that are inconsistently aligned with the district's and do not always include performance targets for teacher practice and student outcomes or these targets are not rigorous or hard to quantify.</li> <li>• School administrators report that district monitoring of school performance produces data that is timely and useful, and frequently informs future planning and implementation.</li> <li>• Some administrator teams use a variety of formal and informal methods and assessments including common interim assessments aligned across grade levels and subject areas to evaluate current practice and plan for and revise implementation.</li> <li>• Some school administrators report having both the necessary resources (e.g., time, human capital) and support to effectively review assessment data and identify interventions to appropriately adjust practice.</li> <li>• The district provides support to schools in their improvement cycles, including access to personnel to help with data analysis, management and assessment.</li> </ul>	<ul style="list-style-type: none"> <li>• Most school leadership teams have generated school level theory of actions and/or district goals aligned with the district's and that include quantifiable and rigorous performance targets for teacher practice and student outcomes.</li> <li>• School administrators report that district monitoring of school performance includes both teacher and student level indicators occurs regularly, produces timely and useful data, and directly informs future planning and implementation.</li> <li>• Most administrator teams use a variety of formal and informal methods and assessments including common interim assessments aligned across grade levels and subject areas to evaluate current practice and plan for and revise implementation.</li> <li>• Most school administrators report having both the necessary resources (e.g., time, human capital) and support to effectively review assessment data and identify interventions to appropriately adjust practice.</li> <li>• The district has infrastructure to support schools in their improvement cycles, including providing access to personnel with expertise in data analysis, management and assessment and can help administrators to identify a range of data sources to facilitate effective decision-making..</li> </ul>	<ul style="list-style-type: none"> <li>• Most school leadership teams have generated school level theory of actions and/or district goals aligned with the district's and that include quantifiable and rigorous performance targets for teacher practice and student outcomes as well as a plan for how data will be collected and analyzed.</li> <li>• School administrators report that district monitoring of school performance is collaborative in nature and includes both teacher and student level indicators, occurs regularly, produces timely and useful data, and directly informs future planning and implementation.</li> <li>• Most administrator teams use a variety of formal and informal methods and assessments including common interim assessments aligned across grade levels and subject areas to evaluate current practice and plan for and revise implementation. The Superintendent creates means of sharing effective practices across the district so all schools can benefit and grow.</li> <li>• Most school administrators report having both the necessary resources (e.g., time, human capital) and support to effectively review assessment data and identify interventions to appropriately adjust practice. Infrastructure exists for schools to share resources and knowledge to support capacity building across the district.</li> <li>• The superintendent advocates for and prioritizes the need to provide sufficient infrastructure to support schools in their improvement cycles, including providing access to adequate numbers of personnel with expertise in data analysis, management and assessment and can help administrators to identify and utilize a range of appropriate data sources to facilitate effective decision-making.</li> </ul>

## 5. Collaborative Governance: Demonstrates Leadership Grounded in Collaborative Governance

Key Competencies:	Fails to Meet Standard	Emergent	Accomplished	Exemplary
<p><b>5.1 Works with the board to establish district goals and systems and processes for monitoring progress over time.</b></p> <p><b>5.2 Works in cooperation with the board of education to engage and inform of progress towards goals.</b></p> <p><b>5.3 Works with the board of education to regularly assess and to clarify the roles and responsibilities of the board and the superintendent in the areas of policy, management, and collaborative governance.</b></p> <p><b>5.4 Demonstrates strong support and advocacy for board approved district goals in various public settings.</b></p>	<ul style="list-style-type: none"> <li>• The district is lacks a plan to address the specialized needs of schools with varying performance trajectories and/or has not articulated what happens if schools do not improve over time with support.</li> <li>• The superintendent and board lack mechanisms to clarify and revisit roles and responsibilities and processes for revisiting and modifying these roles/responsibilities as needed.</li> <li>• The superintendent provides inconsistent advocacy for district goals approved by the board.</li> </ul>	<ul style="list-style-type: none"> <li>• The district has a plan to address the specialized needs of schools with varying performance trajectories and has articulated the contingency steps if the school does not improve over time with this support.</li> <li>• The superintendent and board have collectively identified mechanisms to clarify and revisit roles and responsibilities and processes for revisiting and modifying these roles/responsibilities as needed.</li> <li>• Reports from the field and direct observations of the superintendent at schools and in the community indicate that he/she provides consistent advocacy for those district goals approved by the board.</li> </ul>	<ul style="list-style-type: none"> <li>• The district is actively deploying a publically accessible plan to address the specialized needs of schools with varying performance trajectories and has articulated the contingency steps if the school does not improve over time with this support.</li> <li>• The superintendent and board can show evidence (e.g., protocols, handbook, etc.) that they have collectively identified mechanisms to clarify and revisit roles and responsibilities and processes for revisiting and modifying these roles/responsibilities as needed.</li> <li>• Reports from the field and direct observations of the superintendent indicate that he/she models behavior at the district office that aligned with board approved goals. Additionally, when outward facing he/she also provides consistent advocacy for those district goals approved by the board as well as promoting school based behaviors aligned with these goals.</li> </ul>	<ul style="list-style-type: none"> <li>• The district is actively deploying a publically accessible and collaboratively generated plan to address the specialized needs of schools with varying performance trajectories and has articulated the contingency steps if the school does not improve over time with this support.</li> <li>• The superintendent and board can show evidence (e.g., protocols, handbook, etc.) that they have collectively identified mechanisms to clarify and revisit roles and responsibilities and productively address and resolve conflicts as well as processes for revisiting and modifying these roles/responsibilities as needed.</li> <li>• Reports from the field and direct observations of the superintendent indicate that he/she models behavior at the district office that aligned with board approved goals. Additionally, when outward facing he/she also provides consistent advocacy for those district goals approved by the board as well as promoting school based behaviors aligned with these goals.</li> </ul>

## 6. Culture: Establishes Structures and Processes that Sustain a Culture of Continuous Improvement and Accountability

Key Competencies:	Fails to Meet Standard	Emergent	Accomplished	Exemplary
<p><b>6.1 Holds all district leaders responsible for developing and sustaining a strong professional culture characterized by shared responsibility.</b></p> <p><b>6.2 Invests in developing the capacity of teachers and leaders to improve performance over time.</b></p> <p><b>6.3 Demonstrates a strong commitment to professional learning at all levels of the organization.</b></p>	<ul style="list-style-type: none"> <li>• There is high variability across the district in how effective teaching is defined. Most administrative professional development focuses on compliance, management and accountability.</li> <li>• Administrator meetings are poorly run or lack purpose or relevancy.</li> <li>• The Superintendent infrequently observes the principal's practice and when he/she does so, he/she often focuses on non-instructional activities/issues.</li> <li>• Administrators are rarely asked to reflect on their interactions with faculty or students. Discussions regarding data use, research and best practice occur haphazardly if at all.</li> <li>• District level staff is rarely asked to reflect on their interactions with school based personnel, community and/or families. District staff uses data, research and best practice haphazardly if at all.</li> </ul>	<ul style="list-style-type: none"> <li>• Fosters a shared commitment to high standards of teaching and learning, for all administrators, with administrative professional development often being aligned with this goal.</li> <li>• Administrator meetings are generally well run, purposeful, relevant, and often engage participants in meaningful conversation around practice.</li> <li>• When observing principal practice and artifacts, the Superintendent asks probing questions to evaluate the degree the principal's observations are aligned with district standards.</li> <li>• Encourages administrators to reflect on effectiveness of interactions with faculty and students. Engages in discussions regarding data use, research and best practice as it pertains to enhancing these activities and outcomes.</li> <li>• Tells district level staff to reflect on the effectiveness of their interactions with school based personnel, community and families. Encourages district staff to use data, research and best practice as they engage with schools.</li> </ul>	<ul style="list-style-type: none"> <li>• Fosters a shared commitment to high standards of teaching and learning, for all administrators, such that much of administrative professional development is focused on recognizing, cultivating and growing effective instructional practice among teachers.</li> <li>• Administrator meetings are well run, purposeful, relevant, and engage participants in meaningful conversation around practice. Members adhere to mutually decided upon norms.</li> <li>• When observing principal practice and artifacts, the Superintendent asks probing questions to evaluate the degree the principal's observations are aligned with district standards and if he/she can provide teachers with information regarding alternative practices to support all students' learning.</li> <li>• Leads all administrators and teams to reflect on effectiveness of interactions with faculty and students. Facilitates discussions regarding data use, research and best practice as it pertains to enhancing these activities and outcomes.</li> <li>• Leads district level staff to reflect on the effectiveness of their interactions with school based personnel, community and families. Ensures that district staff uses data, research and best practice as they engage with schools.</li> </ul>	<ul style="list-style-type: none"> <li>• Fosters a shared commitment to high standards of teaching and learning, for all administrators, such that much of administrative professional development is focused on recognizing, cultivating and growing effective instructional practice among teachers. Frequent checks on implementation of these efforts across district provide opportunities for continued growth.</li> <li>• Administrator meetings are well run, purposeful, relevant, and engage participants in meaningful conversation around practice. Members adhere to mutually decided upon norms and mechanisms (i.e., surveys, observers) exist to frequently assess and modify meetings to increase effectiveness.</li> <li>• When observing principal practice and artifacts, the Superintendent asks probing questions to evaluate the degree the principal's observations are aligned with district standards and if he/she uses conversations to strengthen connections to district goals. Superintendent can model such practices and how they may be modified for teachers of varying instructional effectiveness.</li> <li>• Leads all administrators and teams to reflect on effectiveness of interactions with faculty and students. Collaborative engages in discussions regarding data use, research and best practice as it pertains to enhancing these activities and outcomes.</li> <li>• Leads district level staff to reflect on the effectiveness of their interactions with school based personnel, community and families. Ensures that district staff uses data, research and best practice as they engage with schools. Collects and includes school based personnel's reviews of district support as part of overarching performance review.</li> </ul>

## 7. Aligns Systems: Purposely Aligns Systems and Structures that Support the District Improvement Plan

Key Competencies:	Fails to Meet Standard	Emergent	Accomplished	Exemplary
<p><b>7.1 Develops and oversees a comprehensive approach to human capital that aligns to district, vision, strategy and goals.</b></p> <p><b>7.2 Establishes and implements a strategic approach to resource allocation and budget management.</b></p> <p><b>7.3 Ensures effective management of the district's core functions.</b></p>	<ul style="list-style-type: none"> <li>The district did not utilize HR, performance, or demographic data to make decisions about recruitment/hiring targets.</li> <li>The district has an incomplete or underdeveloped recruitment plan and/or a lack of coherency/cohesiveness between intra-district departments on hiring practices/policies.</li> <li>The district PD plan is top-down and/or lacks utilization of formal and informal observation/evaluation data of all staff to determine individualized and school-level professional development needs.</li> <li>There are few if any means to assess the quality of professional development either at the individual level (e.g., monitoring across the school and district) or the schools (e.g., monitoring of staff along performance standards).</li> <li>Budget and human resource allocations are often tangential to the district vision and theory of action and/or district goals or reveal multiple redundancies.</li> <li>The district does not have standard operating plans, procedures, and routines for students and there are frequent reports of school level disorder, absenteeism and poor conduct.</li> </ul>	<ul style="list-style-type: none"> <li>The district used HR, performance, or demographic data to make decisions about recruitment/hiring targets.</li> <li>The district has a recruitment plan that includes checks to ensure coherency/cohesiveness between intra-district departments on hiring practices/policies.</li> <li>The district PD plan engages some staff input and uses student data and formal observation/evaluation data of some staff to determine individualized and school-level professional development needs.</li> <li>Evaluations on quality of professional development at both the individual level (e.g., monitoring across the school and district) and the schools (e.g., monitoring of staff along performance standards) are in place.</li> <li>Budget and human resources allocation is mostly aligned with the district vision and theory of action and/or district goals though some unnecessary redundancies in programs and personnel remain.</li> <li>Some schools are operating district plans, procedures, and routines for students but implementation is uneven and many schools remain somewhat disorderly.</li> </ul>	<ul style="list-style-type: none"> <li>The district used HR, performance, and demographic data to make decisions about recruitment/hiring targets.</li> <li>The district is effectively implementing a recruitment plan that includes checks to ensure coherency/cohesiveness between intra-district departments on hiring practices/policies.</li> <li>The district PD plan includes staff voice and student data and formal and informal observation/evaluation data of all staff to determine individualized and school-level professional development needs.</li> <li>Evaluations generated with input from the schools on quality of professional development at both the individual level (e.g., monitoring across the school and district) and the schools (e.g., monitoring of staff along performance standards) are in place.</li> <li>Budget and human resources allocation reflects a tight focus on a few high leverage interventions aligned with the district's vision and theory of action and/or district goals.</li> <li>Schools are operating district plans, procedures, and routines for students such that attendance is high and disciplinary action low.</li> </ul>	<ul style="list-style-type: none"> <li>The district used HR, performance, and demographic data to make decisions about recruitment/hiring targets and communicated these decisions clearly and consistently to the larger community.</li> <li>The district is effectively implementing a recruitment plan that includes checks to ensure coherency/cohesiveness between intra-district departments on hiring practices/policies and includes strong two-way communication between schools and district regarding hiring decisions.</li> <li>The district PD plan was jointly decided with staff and uses student data and formal and informal observation/evaluation data of all staff to determine individualized and school-level professional development needs.</li> <li>Evaluations generated jointly by the schools and district on quality of professional development at both the individual level (e.g., monitoring across the school and district) and the schools (e.g., monitoring of staff along performance standards) are in place and the results are frequently communicated to staff and the community.</li> <li>Budget and human resources allocation reflects a tight focus on a few high leverage interventions aligned with the district's vision and theory of action and/or district goals and includes explicit plans for sustainability.</li> <li>The district empowers administrators, students and staff to implement plans, procedures, and routines for students and attendance is high and disciplinary action low.</li> </ul>

## 8. Personal Leadership: Personal Leadership Competencies Associated with Effective District Leadership

Key Competencies:	Fails to Meet Standard	Emergent	Accomplished	Exemplary
<p><b>8.1 Belief. Demonstrates belief that every student can achieve at high levels and demonstrates an urgency to improve student achievement.</b></p> <p><b>8.2 Manages Change and Resistance. Manages resistance to change and engages in difficult conversations to maintain consistent focus on high levels of achievement.</b></p> <p><b>8.3 Relationship Building. Builds trusting, respectful relationships to improve student learning.</b></p> <p><b>8.4 Equitable Practice. Explores how identity and life experiences have shaped assumptions and unconscious biases. Works to increase self-awareness to have a positive impact.</b></p> <p><b>8.5 Resiliency and Perseverance. Effectively anticipates and responds to challenges and remains focused on the vision of high expectations when faced with adversity.</b></p> <p><b>8.6 Advanced Communication Skills. Uses consensus building and negotiation strategies and conflict resolution skills to lead authentic stakeholder engagement.</b></p>	<ul style="list-style-type: none"> <li>• The superintendent responds aggressively to dissent and is unable to find means of compromise.</li> <li>• The superintendent does not attempt to build consensus or does so in a perfunctory manner.</li> <li>• The superintendent demonstrates poor judgment, a lack of integrity and fairness and/or protects confidentiality appropriately. Incentive structures for personnel have not been examined and often run counter to these values.</li> <li>• The Superintendent does little to engage in a process of ongoing reflection or to solicit feedback for the purposes of improvement.</li> </ul>	<ul style="list-style-type: none"> <li>• The Superintendent frequently responds respectfully to dissent though is sometimes confrontational in approach.</li> <li>• The superintendent employs a few different strategies to build consensus within the school district community but factions exist and have few opportunities to air their issues or find sources of commonality.</li> <li>• The superintendent often demonstrates sound judgment integrity and fairness, and protects confidentiality appropriately. District incentives for promotion and success are largely aligned with these goals though some within the district feel that those in position of authority do not exhibit such behavior.</li> <li>• The Superintendent reflects on and improves practice through an ongoing process of soliciting feedback and engaging in professional development opportunities aligned with identified needs.</li> </ul>	<ul style="list-style-type: none"> <li>• The Superintendent employs a non-confrontational approach for responding respectfully and appropriate to disagreement and dissent. Models this practice for the administrator team.</li> <li>• The superintendent employs a variety of strategies to build consensus within the school district community utilizing dialogue and open forums to do so.</li> <li>• The superintendent consistently demonstrates integrity and fairness, protects confidentiality appropriately and holds district personnel accountable to similar standards. District incentives for promotion and success reflect these values.</li> <li>• The Superintendent reflects on and improves practice through an ongoing process of soliciting feedback, setting performance goals with measureable outcomes and engaging in professional development opportunities aligned with identified needs.</li> </ul>	<ul style="list-style-type: none"> <li>• The superintendent models a variety of strategies for responding respectfully and effectively to disagreement and dissent. Provides professional development for the administrator team to build these strategies.</li> <li>• The superintendent employs a variety of strategies to empower others within the school district community to help to support the district goals and build opportunities for dialogue and multiple perspectives to be heard and engaged with.</li> <li>• The superintendent consistently demonstrates and rewards integrity and fairness, protects confidentiality appropriately and holds district personnel accountable to similar standards. District incentives for promotion and success encourage these values.</li> <li>• The Superintendent reflects on and improves practice through an ongoing process of soliciting feedback, setting performance goal with measureable outcomes and engaging in professional development opportunities aligned with identified needs.. She/he also makes this process transparent and communicates openly about weaknesses and improvement attempt to model a growth mindset.</li> </ul>

**New Milford Board of Education  
Policy Sub-Committee Minutes  
May 16, 2017  
Lillis Administration Building, Room 2**

Present: Mr. J.T. Schemm, Chairperson  
Mrs. Wendy Faulenbach  
Mrs. Tammy McInerney  
Mr. Bill Dahl, alternate

Absent: Mr. Dave Littlefield

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

RECEIVED  
TOWN CLERK  
2017 MAY 18 P 12:56

NEW MILFORD, CT

1.	<b>Call to Order</b>  The meeting of the New Milford Board of Education Policy Sub-Committee was called to order at 6:48 p.m. by Mr. Schemm. Mr. Dahl was seated in the absence of Mr. Littlefield.	<b>Call to Order</b>
2.	<b>Public Comment</b>  <ul style="list-style-type: none"> <li>There was none.</li> </ul>	<b>Public Comment</b>
3.	<b>Item of Information</b>  <b>A. Regulation for Discussion:</b>  <b>1. 2400 Superintendent Evaluation Process</b> <ul style="list-style-type: none"> <li>Mr. Schemm said he was happy to see this regulation on the agenda for discussion and thanked the Ad-Hoc Committee members Bob Coppola, Bill Dahl and Tammy McInerney for their work in developing the draft. He said the regulation is for discussion only as regulations do not require Board approval.</li> <li>Mrs. Faulenbach asked if the committee could amend and make changes if it wished since mutual agreement is beneficial to all involved.</li> <li>Mr. Smith said this regulation presents an interesting dynamic since it is the form the Board will use for the superintendent's evaluation but it is the superintendent making</li> </ul>	<b>Item of Information</b>  <b>A. Regulation for Discussion:</b>  <b>1. 2400 Superintendent Evaluation Process</b>

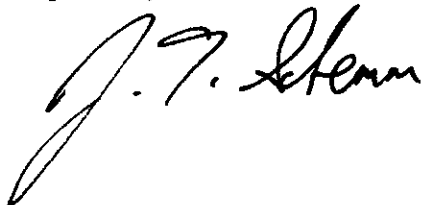
	<p>the proposal. He said he welcomed thoughts from all since they will be living by the document going forward. He also said the document could continue to evolve with use as long as they made the edits after a complete cycle.</p> <ul style="list-style-type: none"><li>• Mr. Smith said he worked in conjunction with the Ad-Hoc Committee to address concerns with the previous tool. They looked at many examples. The draft for discussion uses a four point scale, which by its nature, will likely make for a lower rating. It is much more granular than the old model, with indicators broken out into smaller sub-indicators.</li><li>• Mrs. McInerney said she likes that the broad categories are separated into smaller indicators as she thinks it will help with the rating.</li><li>• Mrs. Faulenbach asked for some history of the process. Mr. Smith said the Ad-Hoc Committee met three times. They reviewed documents from CAFE, CAPSS, and LEAD CT, ultimately combining pieces from several to create the template and companion document under discussion. LEAD CT is an academic group which looks at best practices so their recommendations set a very high bar.</li><li>• Mrs. Faulenbach said the language in this evaluation tool is very different from previous and ties the superintendent evaluation very closely to Board goals. She said she thought having the two work in concert was very important but asked what happens if Board goals change mid-stream for some reason, such as budget for example.</li><li>• Mr. Dahl said the committee added a mid-year review piece to take that into account and allow for adjustments if needed.</li><li>• Mr. Smith said the goals also should be of a broad nature to allow some flexibility in how they are accomplished.</li><li>• Mrs. Faulenbach asked for a definition of "others as needed" from page one of the regulation. Mr. Smith said the Board would need information to set goals so he envisioned</li></ul>	
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	<p>an information session at the annual retreat in July where district personnel would provide data on where the district is at present. This might include central office staff, principals, etc. This could also be done throughout the year in Board workshops. Mrs. Faulenbach said she appreciates that as it is important to receive the information first hand.</p> <ul style="list-style-type: none"><li>• Mrs. Faulenbach asked if the building improvement plans referenced relate to the physical structure of the buildings. Mr. Smith said no it relates to instructional school improvement plans. He said he would change the word to school for clarity.</li><li>• Mrs. Faulenbach said she liked the flexibility of the dual months referenced and noted the January/February mid-year review was during budget season.</li><li>• Mr. Dahl said the Ad-Hoc Committee did discuss this and envisioned the review happening at the beginning of January, prior to the budget hearings.</li><li>• Mrs. McInerney said the Ad-Hoc Committee thought it was important to provide an opportunity for new Board members to meet and see goals not long after joining the Board. It also gives the members a chance to meet as a group.</li><li>• Mr. Schemm said he was pleased to see the parallels here with common core teaching and leading evaluations.</li><li>• Mrs. Faulenbach asked for clarification regarding the superintendent performance standards and Mr. Smith said they would make up his self-reflection and they tie in with the companion document.</li><li>• Mrs. Faulenbach asked if Mr. Smith was comfortable with the rubric. Mr. Smith said it is the same structure basically that we use for teachers, with exemplary something to strive for but not always easy to achieve. Most rating will probably be focused around accomplished and emergent levels. As long as there is a mutual understanding, it should lead to growth</li></ul>	
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	<p>for all.</p> <ul style="list-style-type: none"><li>• Mrs. Faulenbach said she really likes the emergent category and thinks it will raise the bar quite a bit higher across the board. She also liked the addition of the “not sure” rating since sometimes a Board member will not have first hand knowledge of a particular area.</li><li>• Mr. Dahl said the new format puts responsibility on Board members too to do their due diligence. He likes the addition of the comment section for each area.</li><li>• Mrs. McInerney said she thinks the companion document will be very helpful in promoting consistent evaluation by individual members so that they can critique fairly.</li><li>• Mr. Schemm said it will allow the Board to calibrate as a group.</li><li>• Mrs. Faulenbach said the process will require an engaged Board with set goals working in concert with the superintendent.</li><li>• Mr. Smith said it will be important to have agreement on meaning to get started. The Board will have to determine what goals they see as important and what is important to the community.</li><li>• Mr. Schemm said it does set a high bar but that is what will move the district forward. He said one of his favorite quotes from a superintendent is “celebrate glorious failures and punish mediocre success”. It is in the risk that you find growth.</li><li>• Mrs. McInerney said this process builds transparency as well.</li><li>• Mrs. Faulenbach thanked the Ad-Hoc Committee and said she thought this evaluation tool was much better. She looks forward to further review at the full Board level.</li><li>• The consensus was to bring the draft to the full Board meeting in June as an item of information for discussion and suggestions. If changes are recommended, it will go back to the Ad-Hoc Committee, if needed, to be finalized.</li></ul>	
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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>Mrs. McNerney moved to adjourn the meeting at 7:31 p.m. seconded by Mrs. Faulenbach and passed unanimously.</p>	<b>Adjourn</b> <p><b>Motion made and passed unanimously to adjourn the meeting at 7:31 p.m.</b></p>

Respectfully submitted:



J.T. Schemm, Chairperson  
Policy Sub-Committee

RECEIVED  
TOWN CLERK *[Signature]*  
2017 MAY 18 P 12:51  
NEW MILFORD, CT

1.	<p><b>Call to Order</b></p> <p>The meeting of the New Milford Board of Education Committee on Learning was called to order at 7:33 p.m. by Mrs. McInerney.</p>	<p><b>Call to Order</b></p>
2.	<p><b>Public Comment</b></p> <ul style="list-style-type: none"> <li>There was none.</li> </ul>	<p><b>Public Comment</b></p>
3.	<p><b>Discussion</b></p> <ul style="list-style-type: none"> <li>Mrs. McInerney said curriculum review was complete for the year. Tonight, Ms. DiCorpo will give an overview of the curriculum writing plan going forward.</li> </ul> <p><b>A. Curriculum Writing Plan 2017</b></p> <ul style="list-style-type: none"> <li>Ms. DiCorpo talked about how the plan will impact curriculum writing this summer. It is a result of feedback from the Curriculum Committee, which was formed last year, and from teachers regarding the need for a document that will be a helpful organizer for developing effective unit plans inclusive of both formative and summative assessments.</li> <li>The new template begins with the end in mind, building the unit plan backwards from the goal of understanding.</li> <li>There are three stages of development. Stage 1</li> </ul>	<p><b>Discussion</b></p> <p><b>A. Curriculum Writing Plan 2017</b></p>

	<p>focuses on desired results and key understandings. To “understand” has two general connotations: applying understanding, knowledge, and skill effectively in new situations which results in successful transfer; and making inferences and grasping connections, to culminate in understanding. Stage 2 focuses on evidence, both evaluative criteria and assessment evidence, as well as performance tasks, formative and summative assessments. Stage 3 is the actual learning plan, the summary of key learning events and instruction.</p> <ul style="list-style-type: none"><li>• Ms. DiCorpo summarized how the new plan is different from the old one. Stage 1 includes the addition of transfer standards and established goals now include habits of mind, 21st century skills and cross content standards. In Stage 2, the only assessment noted is in the performance task and it now requires evaluation criteria to determine if Stage 1 results were achieved. Stage 3 now requires pre and post assessments.</li><li>• The training plan includes a full day of professional development on June 15 where facilitators will be trained with help from SERC consultants to guide the work of the standards by subject area, and ensure integration of CT core standards cross content. These facilitators will be a resource for the curriculum writers who will be trained on June 26-28. Ms. DiCorpo distributed draft agendas for the training days.</li><li>• Mr. Schemm said he appreciated the breakdown of morning training followed by actual writing time each day. It provides an opportunity to put the training to use right away and identify any questions.</li><li>• Ms. DiCorpo said there are 33 curriculum to be written this summer in the areas of PE, Health, Art, History, Science and English.</li><li>• Mrs. McInerney asked if teachers are paid extra to write curriculum. Ms. DiCorpo said they are and the rate is determined by contract.</li><li>• Mrs. McInerney asked if teachers apply to write curriculum and Ms. DiCorpo said they do. The curriculum available is posted and they determine</li></ul>	
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	<p>the best matches from those who apply.</p> <ul style="list-style-type: none"><li>• Mrs. McInerney asked if the curriculums were new or revisions. Ms. DiCorpo said it was a mixture. PE and Health, for example, have so many changes that they will be considered new.</li><li>• Mr. Lawson asked if the plan was to implement these in August. Ms. DiCorpo said yes and that, in the past, they had begun as pilots until actual Board approval.</li><li>• Mr. Lawson asked if the Advanced Placement courses on the list were revisions or writing since they are developed from the College Board. Ms. DiCorpo said they will be revised in conjunction with College Board. In the case of AP Human Geography and AP Environmental Science, teachers will attend AP training at Taft before writing since these are new courses for New Milford.</li><li>• Mr. Schemm asked about Intro to Engineering Design which was on the list. He said that curriculum had not been written in the past since the course must follow PLTW guides and there were copyright issues and asked what had changed. Ms. DiCorpo said the teacher who teaches the course signed up for curriculum writing and they may find that is still the case as they move through the process. At the very least, there is a need to make sure the Board has copies of the course guides for approval and the principals for evaluation.</li><li>• Mr. Schemm mentioned the significant time required of AP teachers to write the required audit for College Board and asked if there was a vehicle for that. Mr. Smith said the afternoon professional development allows for some assessment and pacing guide work so there was some time for calibration and conversation at least there.</li><li>• Mr. Schemm mentioned the static nature of our curriculums now and asked if there was any thought to making them more “living” documents. Ms. DiCorpo said the Curriculum Committee and administration is in talks with a few different companies at the moment about that topic, including how to ensure assessment data informs</li></ul>	
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	<p>the work.</p> <p>Mr. Lawson left the meeting at 8:00 p.m.</p> <ul style="list-style-type: none"><li>• Mr. Dahl asked how the Curriculum Committee was doing as its inaugural year comes to a close. Ms. DiCorpo said she thought it was going very well. She said the committee appreciates the ability to have conversations about curriculum and to create consistency with the template for all levels.</li><li>• Mr. Schemm asked how the template would align with NEASC standards going forward. Ms. DiCorpo said she hopes it will be a natural fit with the work to come.</li></ul>	
4.	<p><b>Public Comment</b></p> <ul style="list-style-type: none"><li>• There was none.</li></ul>	<p><b>Public Comment</b></p>
5.	<p><b>Adjourn</b></p> <p>Mr. Dahl moved to adjourn the meeting at 8:06 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 8:06 p.m.</b></p>

Respectfully submitted:



Tammy McInerney, Chairperson  
Committee on Learning

**New Milford Board of Education  
Facilities Sub-Committee Minutes  
June 6, 2017  
Lillis Administration Building—Room 2**

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TOWN CLERK  
2017 JUN -8 A 9:29

NEW MILFORD, CT

**Present:** Mr. Brian McCauley, Chairperson  
Mr. Robert Coppola  
Mr. Bill Dahl  
Mrs. Tammy McInerney, alternate

**Absent:** Mrs. Angela C. Chastain

**Also Present:** Mr. Joshua Smith, Superintendent  
Ms. Alisha DiCorpo, Assistant Superintendent  
Mr. Anthony Giovannone, Director of Fiscal Services and Operations  
Mr. Kevin Munrett, Facilities Manager  
Mr. Nestor Aparicio, Assistant Facilities Manager  
Ms. Roberta Pratt, Director of Technology

<b>1.</b>	<b>Call to Order</b>  The meeting of the New Milford Board of Education Facilities Sub-Committee was called to order at 6:45 p.m. by Mr. McCauley. Mrs. McInerney was seated in the absence of Mrs. Chastain.	<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. End of Year Projects</b> <ul style="list-style-type: none"> <li>Mr. Munrett said the projects being tackled with available end of year funds are mainly emergency repairs.</li> <li>The roof top a/c unit at SNIS has not been repaired as the capital reserve funds have not been approved by the town.</li> <li>Mr. Smith said the Town Council approved the request but it did not get moved to the Board of Finance at their last meeting and their June meeting has been cancelled. He said alternate means of funding might need to be considered in the meantime as air conditioning will be needed for the multi-purpose room since it is used all year.</li> </ul>	<b>Discussion and Possible Action</b>  <b>A. End of Year Projects</b>

4.	<b>Items of Information</b>	<b>Items of Information</b>
A.	<b>Summer Projects</b>	<b>A. Summer Projects</b>
	<ul style="list-style-type: none"> <li>• Mr. Munrett said items 6-16 in yellow on the Capital 5 Year Plan handout are the expected summer projects. He highlighted the thermal scan and roof assessment item which will provide information for future planning.</li> <li>• Mr. Smith said the yellow items are in the 2017/18 budget and funds are available beginning July 1. The item in blue, vehicle replacement, was one of the reductions made to the adjusted budget.</li> <li>• Mr. Coppola proposed an additional summer project. He would like to investigate the feasibility and cost of a chair lift for the front entrance to the Lillis Building.</li> <li>• Mr. Smith said handicap issues are currently accommodated by meeting in Room 2 which has accessibility.</li> <li>• Mr. Coppola said that is not the same as meeting in the appropriate offices and he is tired of hearing this common complaint in town. He suggested the lift might be a relatively inexpensive fix.</li> <li>• Mr. McCauley said he thought handicap accessibility was a very lengthy, important conversation to have and suggested moving the topic to the next meeting.</li> <li>• Mr. Coppola said he would like to move on the feasibility and cost sooner than later.</li> </ul>	
B.	<b>Summer Hiring</b>	<b>B. Summer Hiring</b>
	<ul style="list-style-type: none"> <li>• Mr. Munrett said additional personnel are hired each summer to make sure the necessary cleaning and repairs are accomplished before school resumes. They have hired 15 custodians and 2 painters, the same as last year, who will be spread throughout the buildings as needed.</li> <li>• Mr. Dahl asked if they are college students. Mr. Munrett said it is a mix of high school, college and food services personnel who are out for the summer.</li> </ul>	

	<p><b>C. Building Use During Summer</b></p> <ul style="list-style-type: none"> <li>• Mr. Munrett said the facilities are very heavily utilized in the summer with our own groups, Park and Rec groups, Robotics, various camps and many others using our buildings and fields.</li> <li>• Mr. Coppola asked for a total of summer income received. He suggested it could be put towards the Facilities budget for more summer projects such as the chair lift feasibility study.</li> <li>• Mr. Smith said the funds show up as revenue in the budget but that most of the revenue comes in at the end of the summer season.</li> </ul> <p><b>D. Traffic Study Update</b></p> <ul style="list-style-type: none"> <li>• Mr. Munrett said he had been asked to check with the town to see if they had any resources for this study. He said the town engineer, Dan Stanton, said they did not but that a Hipp Road project is on the town's five year plan and perhaps we could tie in a study at that time.</li> <li>• Mr. Dahl said he thought the biggest traffic problem was the flow of traffic at drop off. He said cones help and suggested a custodian could put them out on arrival.</li> <li>• Mr. Smith said there is no clean, natural spot for expansion such as there was at HPS so a study would be necessary before any work is done.</li> </ul>	<p><b>C. Building Use During Summer</b></p> <p><b>D. Traffic Study Update</b></p>
<p><b>5.</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>6.</b></p>	<p><b>Adjourn</b> Mr. Coppola moved to adjourn the meeting at 7:13 p.m., seconded by Mr. Dahl and passed unanimously.</p>	<p><b>Adjourn</b> <b>Motion made and passed unanimously to adjourn the meeting at 7:13 p.m.</b></p>

Respectfully submitted:



Brian McCauley, Chairperson  
Facilities Sub-Committee

**New Milford Board of Education  
Operations Sub-Committee Minutes  
June 6, 2017  
Lillis Administration Building—Room 2**

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2017 JUN -8 A 9:29

NEW MILFORD, CT

**Present:** Mrs. Wendy Faulenbach, Chairperson  
Mr. Robert Coppola  
Mr. Brian McCauley  
Mr. Bill Dahl, alternate

**Absent:** Mrs. Angela C. Chastain

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

<b>1.</b>	<b>Call to Order</b> The meeting of the New Milford Board of Education Operations Sub-Committee was called to order at 7:30 p.m. by Mrs. Faulenbach. Mr. Dahl was seated in the absence of Mrs. Chastain.	<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> <p><b>A. Exhibit A: Personnel — Certified, Non-Certified Appointments, Resignations and Leaves of Absence</b></p> <ul style="list-style-type: none"> <li>Mr. Coppola recognized the retiring staff members, thanking them for their service and wishing them well in retirement. He said their knowledge and experience would be missed.</li> <li>Ms. Baldelli said she would have a revised Exhibit A for the Board meeting with a few additions.</li> </ul> <p>Mr. Dahl moved to bring Exhibit A: Personnel - Certified, Non-Certified Appointments, Resignations</p>	<b>Discussion and Possible Action</b> <p><b>A. Exhibit A: Personnel — Certified, Non-Certified Appointments, Resignations and Leaves of Absence</b></p> <p><b>Motion made and passed unanimously to bring Exhibit A:</b></p>

<p>and Leaves of Absence to the full Board for approval.</p> <p>Motion seconded by Mr. McCauley.</p> <p>Motion passed unanimously.</p> <p><b>B. Monthly Reports</b></p> <ol style="list-style-type: none"> <li><b>1. Budget Position dated 5/31/17</b></li> <li><b>2. Purchase Resolution D-699</b></li> <li><b>3. Request for Budget Transfers</b></li> </ol> <ul style="list-style-type: none"> <li>• Mr. Giovannone said the excess cost reimbursement is not captured here because notification of the additional shortage came after the report was printed.</li> <li>• Mr. Smith said an update will be brought to the June 13 meeting which will also capture the June 9 payroll.</li> <li>• Mrs. Faulenbach said this will mean a lower year end balance. Mr. Smith said yes by approximately \$40,000 in excess cost adjustment.</li> <li>• Mrs. Faulenbach said she thought a separate account was being set up through the town for turf field revenue. Mr. Smith said that is correct. This revenue does not show up in the budget, monies will be transferred at end of year once the town has set up the fund.</li> <li>• Mr. Dahl asked what would happen if the town did not set up the fund. Mr. Smith said they would work with the auditors to handle it.</li> <li>• Mr. Coppola asked about the general state of the budget and Mr. Giovannone said they would end on the positive side.</li> <li>• Mrs. Faulenbach asked about the good size balance in the non-certified account. Mr. Smith said this includes all stipends including those for curriculum writing which will take place at the end of June. The stipends are in this account because they are not part of the certified salary.</li> <li>• Mr. Smith said he expects the benefit line to</li> </ul>	<p><b>Personnel - Certified, Non-Certified Appointments, Resignations and Leaves of Absence to the full Board for approval.</b></p> <p><b>B. Monthly Reports</b></p> <ol style="list-style-type: none"> <li><b>1. Budget Position dated 5/31/17</b></li> <li><b>2. Purchase Resolution D-699</b></li> <li><b>3. Request for Budget Transfers</b></li> </ol>
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	<p>end in the negative or close to due to higher enrollment in vision and teamsters coverage.</p> <ul style="list-style-type: none"><li>• Mrs. Faulenbach asked about the balance in the travel line. Mr. Smith said there are some transfers coming that will affect that.</li><li>• Mrs. Faulenbach asked about the instructional supply line and Mr. Smith said there would be some action on the purchase resolution. Mr. Giovannone offered to add the program and object line to the purchase resolution in the future so it would be easier to connect the dots. Mrs. Faulenbach said that would be helpful.</li><li>• Mrs. Faulenbach asked about the balance in textbooks. Mr. Smith said there were a few big purchases to come shortly.</li><li>• Mr. Coppola asked about the legal line. Mr. Smith said it would be negative shortly as more potential discipline hearings just came up for June that will require use of the supplemental firm.</li><li>• Mr. Coppola said he had previously asked for a summary of charges for the calendar grievance. Mr. Smith said they are under the retainer and due to the way that is billed the amount would be a close estimate. Mr. Coppola said that would be fine.</li><li>• Mr. Smith said the legal item on the purchase resolution was for a special education mediation settlement and not for legal fees.</li><li>• Mr. Coppola asked what line that money comes out of and Mr. Giovannone said from SPED – other services and that it is included in the budget position already.</li><li>• Mr. Smith said the astericked items on the purchase resolution are additions of items cut from next year's budget that are being recommended for purchase this year. Their cost is built in to the budget position already.</li><li>• Mrs. Faulenbach noted that the truck is higher than noted on the plan. Mr. Giovannone said this was based on an actual quote at this time.</li><li>• Mrs. Faulenbach asked about the additional</li></ul>	
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	<p>monies requested for Revision Learning. Ms. DiCorpo said this would be used for administrative surveys to set up for next year's professional development. Doing this step now will allow the work to move forward without a summer lag.</p> <ul style="list-style-type: none"> <li>• Mrs. Faulenbach asked for the total cost for Revision this year. Mr. Smith estimated it at \$33,000.</li> <li>• Mr. Coppola asked what Brain Pop was and Mr. Smith said it is an online curriculum resource for students.</li> </ul> <p>Mr. Coppola moved to bring the monthly reports: Budget Position 5/31/17, Purchase Resolution D-699 and Request for Budget Transfers to the full Board for approval.</p> <p>Motion seconded by Mr. McCauley.</p> <p>Motion passed unanimously.</p> <p><b>C. Gifts &amp; Donations</b></p> <p><b>1. PTO — Exhibit B</b></p> <ul style="list-style-type: none"> <li>• Mr. Coppola said he had previously requested a total of annual donations made by the PTO. Mr. Giovannone said he would have it for the June 13 meeting.</li> </ul> <p>Mr. McCauley moved to bring Gifts &amp; Donations: PTO – Exhibit B to the full Board for approval.</p> <p>Motion seconded by Mr. Dahl.</p> <p>Motion passed unanimously.</p> <p><b>D. Bid Awards</b></p> <p><b>1. Food and Nutrition Services – Milk</b></p> <p><b>2. Food and Nutrition Services – Frozen Dessert</b></p> <p><b>3. Special Education – Student Care Workers and Job Coaches</b></p> <ul style="list-style-type: none"> <li>• Mrs. Faulenbach confirmed that the Milk bid</li> </ul>	<p><b>Motion made and passed unanimously to bring the monthly reports: Budget Position dated 5/31/17, Purchase Resolution D-699, and Request for Budget Transfers to the full Board for approval.</b></p> <p><b>C. Gifts &amp; Donations</b></p> <p><b>1. PTO — Exhibit B</b></p> <p><b>Motion made and passed unanimously to bring Gifts &amp; Donations: PTO – Exhibit B to the full Board for approval.</b></p> <p><b>D. Bid Awards</b></p> <p><b>1. Food and Nutrition Services – Milk</b></p> <p><b>2. Food and Nutrition Services – Frozen Dessert</b></p> <p><b>3. Special Education – Student Care Workers and Job</b></p>
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	<p>would be ready for the June 13 meeting.</p> <ul style="list-style-type: none"> <li>• Mrs. Faulenbach asked why no dollar figures were included with the Frozen Dessert memo as they are usually included. Mr. Giovannone said each item was priced separately but that he did have the back up and would have it for June 13.</li> <li>• Mr. Coppola asked for clarification on the job coaches. Mrs. Olson said there are two and they work with our Litchfield Hills Transition students in the workplace.</li> </ul> <p>Mr. Dahl moved to bring the bid awards to the full Board for approval.</p> <p>Motion seconded by Mr. McCauley.</p> <p>Motion passed unanimously.</p>	<p><b>Coaches</b></p>
<b>E. Grants</b>	<p><b>1. Carl D. Perkins Grant</b></p> <ul style="list-style-type: none"> <li>• Ms. DiCorpo said this grant is due on June 30 and funds school to career pathways. It is a federally funded entitlement grant. They are expecting to be funded at the same level as last year but will not know for sure until after it is submitted.</li> <li>• Mrs. Faulenbach asked for follow up once final dollar figures are awarded.</li> </ul> <p>Mr. Coppola moved to bring the Carl D. Perkins Grant to the full Board for approval.</p> <p>Motion seconded by Mr. Dahl.</p> <p>Motion passed unanimously.</p>	<p><b>Motion made and passed unanimously to bring the bid awards to the full Board for approval.</b></p>
<b>F. Recommendations for End-of-Year Projects</b>	<ul style="list-style-type: none"> <li>• Mr. Smith said the final excess cost reimbursement shows up here in projecting the end of year balance. Right now that projection is \$196,000 and as such he is not</li> </ul>	<p><b>E. Grants</b></p> <p><b>1. Carl D. Perkins Grant</b></p> <p><b>Motion made and passed unanimously to bring the Carl D. Perkins Grant to the full Board for approval.</b></p> <p><b>F. Recommendations for End-of-Year Projects</b></p>

recommending any additional year end projects besides those already noted. This way there is a margin for error with the auditors if needed, though that is not expected.

- Mrs. Faulenbach said it is important to note that any surprises must come out of the Board's budget, unlike the town that has other accounts from which to pull. That is why the capital reserve account is so important for the Board.
- Mr. Coppola agreed, saying the town has contingency accounts, but the Board does not.
- Mr. Smith said this memo will be updated and walked in for June 13.

**G. Recommended Adjustments to 2017-18 Budget**

- Mr. Smith said these are recommendations presented for discussion and suggestions.
- Mr. McCauley said he wanted to talk about the bottom line that impacts students. He asked if the cuts to Unified Arts are to positions or people. Mr. Smith said the positions are being cut. Two are retirements; one will result in the person losing the job.
- Mr. McCauley asked what the impact was to student instructional hours. Mr. Smith said, due to decreasing enrollment over time, students would have the same access and the same number of lessons, but it is less time than if they had the three positions.
- Mr. Coppola asked how many staff positions have been lost this year and over the past few years. Mr. Smith said more than you see in the end result. In the enrollment chart provided for SNIS, there has been a reduction of eight teachers. At the same time, a social worker and interventionist have been added so there has been some repurposing of resources. He said he would argue that these positions would have been necessary regardless and the cuts in other areas just made their additions more palatable budget-wise.
- Mrs. Faulenbach asked about the HVAC

**G. Recommended Adjustments to 2017-18 Budget**

	<p>position that is not being filled. Mr. Smith said it has been open and they are using subcontractors as needed. This is a risk if there are multiple issues, however the district has not been able to fill the position regardless.</p> <ul style="list-style-type: none"> <li>• Mrs. Faulenbach said staffing cuts are a direct hit to instruction. She also said she was unhappy with the loss of strategic plan funding as she feels strongly that we need to get our message out to the community. She said she plans to look elsewhere for offset.</li> <li>• Mr. Smith said best practice would be to bring in a consultant and invite a large group for strategic planning but he feels the Board can start small scale with workshops and form a base for conversation going forward.</li> <li>• Mr. Coppola said he wanted to thank the administrative team for their efforts in getting the discussion this far.</li> <li>• Mrs. Faulenbach said she appreciated the enrollment backup too as it is helpful when considering the cuts.</li> <li>• Mr. Smith asked that Board members let him know if there is any other data they would like him to bring forward prior to discussion at Tuesday's Board meeting. Mrs. Faulenbach suggested he put a reminder to that effect in his Friday notes to the Board.</li> </ul>	
<b>4.</b>	<p><b>Items of Information</b></p> <p><b>A. Annual Emergency Preparedness Report</b></p> <ul style="list-style-type: none"> <li>• Mrs. Faulenbach appreciates the overview and said she would like to see the actual report.</li> <li>• Mr. Dahl suggested adding spraying for ticks to the report. Mr. Smith said they would add "pest control" in general.</li> <li>• Mrs. Faulenbach asked if the state required the filing of a new report every year and Mr. Smith said no, just updates.</li> </ul>	<p><b>Items of Information</b></p> <p><b>A. Annual Emergency Preparedness Report</b></p>

	<p><b>B. Annual Wellness Report</b></p> <ul style="list-style-type: none"> <li>• Mr. Smith said this is an annual reporting of the year's initiatives.</li> </ul> <p><b>C. John J. McCarthy Observatory Annual Report</b></p> <ul style="list-style-type: none"> <li>• Mr. Smith said Mr. Bob Lambert provided this annual update of the fantastic happenings at the observatory and the wonderful work of all the volunteers.</li> <li>• Mr. Coppola said he was very impressed with the scope of work and the accomplishments of the graduates mentioned.</li> </ul> <p><b>D. Capital Reserve follow up</b></p> <ul style="list-style-type: none"> <li>• Mr. Smith said the Board Chair had requested that the Mayor reconsider the capital reserve request which had been tabled previously by the Town Council but there has been no movement.</li> <li>• Mrs. Faulenbach said with the year-end approaching she thought it was a good time to continue the conversation and at least request a status update for the town's plan going forward.</li> </ul>	<p><b>B. Annual Wellness Report</b></p> <p><b>C. John J. McCarthy Observatory Annual Report</b></p> <p><b>D. Capital Reserve follow up</b></p>
<p><b>5.</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>6.</b></p>	<p><b>Executive Session (Anticipated)</b></p> <p><b>A. Discussion of the employment and salary of the Assistant Superintendent, Director of Human Resources, Director of Fiscal Services and Operations, Director of Food Services, Director of Technology, District Data Administrator, Systems Analyst, Accounting Manager, Facilities Manager, Assistant Facilities Manager, Administrative Assistant to the Superintendent, Mail Courier and Lab Assistant</b></p>	<p><b>Executive Session (Anticipated)</b></p> <p><b>A. Discussion of the employment and salary of the Assistant Superintendent, Director of Human Resources, Director of Fiscal Services and Operations, Director of Food Services, Director of Technology, District Data Administrator, Systems Analyst, Accounting Manager, Facilities Manager, Assistant</b></p>

	<p>Mr. Coppola moved that the Committee enter into Executive Session to discuss the employment and salary of the Assistant Superintendent, Director of Human Resources, Director of Fiscal Services and Operations, Director of Food Services, Director of Technology, District Data Administrator, Systems Analyst, Accounting Manager, Facilities Manager, Assistant Facilities Manager, Administrative Assistant to the Superintendent, Mail Courier and Lab Assistant, and to invite Superintendent Joshua Smith into the session.</p> <p>Motion seconded by Mr. McCauley.</p> <p>Motion passed unanimously.</p> <p>The Committee and Mr. Smith entered executive session at 9:09 p.m.</p> <p>The Committee and Mr. Smith returned to public session at 9:40 p.m.</p>	<p><b>Facilities Manager, Administrative Assistant to the Superintendent, Mail Courier and Lab Assistant</b></p> <p><b>Motion made and passed unanimously that the Committee enter into Executive Session to discuss the employment and salary of the Assistant Superintendent, Director of Human Resources, Director of Fiscal Services and Operations, Director of Food Services, Director of Technology, District Data Administrator, Systems Analyst, Accounting Manager, Facilities Manager, Assistant Facilities Manager, Administrative Assistant to the Superintendent, Mail Courier and Lab Assistant, and to invite Superintendent Joshua Smith into the session.</b></p>
7.	<p><b>Adjourn</b></p> <p>Mr. Dahl moved to adjourn the meeting at 9:40 p.m. seconded by Mr. McCauley and passed unanimously.</p>	<p><b>Adjourn</b></p> <p><b>Motion made and passed unanimously to adjourn the meeting at 9:40 p.m.</b></p>

Respectfully submitted:



Wendy Faulenbach, Chairperson  
Operations Sub-Committee

## REVISION II

## EXHIBIT B

### New Milford PTO

Parent Teacher Organization

PO Box 1343

New Milford, CT 06776

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June 13, 2017

Mr. Joshua Smith

Superintendent

50 East Street

New Milford, CT 06776

Dear Mr. Smith:

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.

#### **Northville Elementary School**

**\$1,170.00** First Grade Science Enrichment: High Touch High Tech. This program helps build problem solving skills, self-esteem and the confidence to try something new.

**\$1,249.27** First Grade Science Enrichment: Incubators for each 1<sup>st</sup> grade Classroom for hatching chicks.

#### **Hill and Plain Elementary School**

**\$2,350.00** Offset the cost of the First Grade field trip to West Hartford Science Center.

#### **Schaghticoke Middle School**

**\$5,500.00** Offset the cost for the Sixth Grade field trip to Camp Awosting in Morris CT. The trip will encourage team building, offer cooperative games, and personal challenges for all 6<sup>th</sup> grade students.

**- \$5,500.00** The Eighth Grade field trip grant to Lake Compounce trip was incorrectly included in two monthly reports (April and May).

#### **Sarah Noble Intermediate School**

**\$3,375.00** Crocodile River Music will perform for the whole school. This program will represent many cultural groups, exposing students to new information and ideas.

**\$8,144.27** Grant Total

## **GIFTS TO SCHOOL**

### **Northville Elementary School**

**\$5,000.00**     Stand-up desks for regular and special education K-2 classrooms.  
Increases focus, helps mental health, better collaboration, improved  
behavior, prevents obesity.

**\$1,500.00**     Each classroom to receive funds based on the money the classroom  
raised.

### **Hill and Plain Elementary School**

**\$2,625.00**     Each classroom has the opportunity to receive approximately \$125  
to use towards flexible classroom seating.

**\$9,125.00**     Gift Total

**\$17,269.27**   Grand Total

Sincerely,  
Kathleen Lewis  
TW PTO President

**SUMMARY BY MOC (MAJOR OBJECT CODE)**

RANGE	MAJOR OBJECT CODE DESCRIPTION	ORIGINAL BUDGET	TRANSFERS	REVISED BUDGET	YTD ACTUAL	ENCUMBRANCES	BALANCE	% USED
100'S	SALARIES - CERTIFIED	28,752,211	0	28,752,211	28,490,713	102,244	213,105	99.45%
100'S	SALARIES - NON CERTIFIED	9,375,406	-88,853	9,286,553	8,344,664	315,014	626,875	93.25%
200'S	BENEFITS	9,649,146	0	9,649,146	9,563,605	104,300	-18,759	100.19%
300'S	PROFESSIONAL SERVICES	3,403,301	218,200	3,621,501	3,001,579	408,859	211,063	94.17%
400'S	PROPERTY SERVICES	866,089	7,323	873,412	698,250	115,393	59,768	93.16%
500'S	OTHER SERVICES	8,019,525	-226,458	7,793,067	6,982,191	610,494	200,382	97.43%
600'S	SUPPLIES	2,718,748	23,100	2,741,848	2,270,457	318,183	153,209	94.41%
700'S	CAPITAL	606,847	65,346	672,193	482,659	170,915	18,619	97.23%
800'S	DUES AND FEES	86,036	1,343	87,379	86,065	1,314	0	100.00%
900'S	REVENUE	-1,790,649	0	-1,790,649	-1,496,996	0	-293,606	83.60%
<b>GRAND TOTAL</b>		<b>61,686,660</b>	<b>0</b>	<b>61,686,660</b>	<b>58,423,188</b>	<b>2,146,715</b>	<b>1,170,655</b>	<b>98.19%</b>

**SALARIES - NON CERTIFIED BREAKOUT**

OBJECT	ACCOUNT DESCRIPTION	ORIGINAL BUDGET	TRANSFERS	REVISED BUDGET	YTD ACTUAL	ENCUMBRANCES	BALANCE	% USED
51180	SALARIES - NON CERT - STIPENDS	518,527	0	518,527	445,158	0	73,369	85.85%
51201	SALARIES - NON CERT - PARA EDUCATORS	1,943,894	-46,409	1,897,485	1,793,631	0	103,854	94.53%
51202	SALARIES - NON CERT - SUBSTITUTES	858,200	0	858,200	717,830	0	140,370	83.64%
51210	SALARIES - NON CERT - SECRETARY	2,004,229	-35,414	1,968,815	1,898,957	69,857	0	100.00%
51225	SALARIES - NON CERT - TUTORS	329,081	0	329,081	204,106	0	124,975	62.02%
51240	SALARIES - NON CERT - CUSTODIAL	1,906,093	-44,427	1,861,667	1,623,040	184,432	54,194	97.09%
51250	SALARIES - NON CERT - MAINTENANCE	976,839	-44,427	932,413	801,463	37,537	93,413	89.98%
51285	SALARIES - NON CERT - TECHNOLOGY	442,941	35,414	478,355	460,287	18,068	0	100.00%
51336	SALARIES - NON CERT - NURSES	395,602	46,409	442,011	400,193	5,119	36,699	91.70%
<b>TOTAL</b>		<b>9,375,406</b>	<b>-88,853</b>	<b>9,286,553</b>	<b>8,344,664</b>	<b>315,014</b>	<b>626,875</b>	<b>93.25%</b>

**BENEFIT BREAKOUT**

OBJECT	ACCOUNT DESCRIPTION	ORIGINAL BUDGET	TRANSFERS	REVISED BUDGET	YTD ACTUAL	ENCUMBRANCES	BALANCE	% USED
52200	BENEFITS - FICA	632,405	0	632,405	566,043	0	66,362	89.51%
52201	BENEFITS - MEDICARE	520,843	0	520,843	503,859	0	16,984	96.74%
52300	BENEFITS - PENSION	800,025	0	800,025	800,025	0	0	100.00%
52600	BENEFITS - UNEMPLOYMENT COMP	45,000	0	45,000	11,200	33,800	0	100.00%
52810	BENEFITS - HEALTH INSURANCE	6,732,477	0	6,732,477	6,795,760	53,719	-117,002	101.74%
52820	BENEFITS - DISABILITY INSURANCE	94,236	0	94,236	94,236	0	0	100.00%
52830	BENEFITS - LIFE INSURANCE	102,744	0	102,744	89,495	13,249	0	100.00%
52900	BENEFITS - OTHER EMPLOYEE BENEFITS	721,416	0	721,416	702,987	3,532	14,897	97.94%
<b>TOTAL</b>		<b>9,649,146</b>	<b>0</b>	<b>9,649,146</b>	<b>9,563,605</b>	<b>104,300</b>	<b>-18,759</b>	<b>100.19%</b>



## EXPENDITURES

OBJECT	ACCOUNT DESCRIPTION	ORIGINAL BUDGET	TRANSFERS	REVISED BUDGET	YTD ACTUAL	ENCUMBRANCES	BALANCE	% USED
51110	CERTIFIED SALARIES	28,752,211	0	28,752,211	28,490,713	102,244	213,105	99.45%
51200	NON-CERTIFIED SALARIES	9,375,406	-88,853	9,286,553	8,344,664	315,014	626,875	93.25%
52000	BENEFITS	9,649,146	0	9,649,146	9,563,605	104,300	-18,759	100.19%
53010	LEGAL SERVICES	181,000	12,991	193,991	193,990	0	1	100.00%
53050	CURRICULUM DEVELOPMENT	75,000	0	75,000	6,709	600	67,691	9.75%
53200	PROFESSIONAL SERVICES	1,843,656	-22,347	1,821,309	1,460,073	277,247	83,989	95.39%
53201	MEDICAL SERVICES - SPORTS	28,000	500	28,500	28,500	0	0	100.00%
53210	TIME & ATTENDANCE SOFTWARE	12,874	0	12,874	11,471	0	1,403	89.11%
53220	IN SERVICE	114,260	-1,460	112,800	102,656	1,889	8,255	92.68%
53230	PUPIL SERVICES	640,236	220,000	860,236	707,438	108,493	44,305	94.85%
53300	OTHER PROF/ TECH SERVICES	36,475	0	36,475	31,567	4,137	771	97.89%
53310	AUDIT/ACCOUNTING	36,050	0	36,050	36,050	0	0	100.00%
53500	TECHNICAL SERVICES	129,750	2,016	131,766	128,470	0	3,296	97.50%
53530	SECURITY SERVICES	195,000	0	195,000	177,154	16,494	1,353	99.31%
53540	SPORTS OFFICIALS SERVICES	111,000	6,500	117,500	117,500	0	0	100.00%
54101	CONTRACTUAL TRASH PICK UP	88,525	0	88,525	73,406	0	15,119	82.92%
54301	REPAIRS & MAINTENANCE	353,300	31,814	385,114	319,432	53,702	11,980	96.89%
54302	FIRE / SECURITY MAINTENANCE	1,450	0	1,450	1,102	19	330	77.27%
54303	GROUND MAINTENANCE	19,098	1,400	20,498	16,537	0	3,961	80.68%
54310	GENERAL REPAIRS	63,696	-26,331	37,365	29,747	4,564	3,055	91.82%
54320	TECHNOLOGY RELATED REPAIRS	45,645	-6,290	39,355	26,048	2,043	11,264	71.38%
54411	WATER	66,300	0	66,300	47,675	18,625	0	100.00%
54412	SEWER	20,100	2,189	22,289	22,289	0	0	100.00%
54420	LEASE/RENTAL EQUIP/VEH	207,975	4,540	212,515	162,014	36,440	14,061	93.38%
55100	PUPIL TRANSPORTATION - OTHER	129,550	-3,000	126,550	108,625	16,421	1,503	98.81%
55101	PUPIL TRANS - FIELD TRIP	43,900	-923	42,977	36,236	1,177	5,564	87.05%
55105	TRANSPORTATION - SUMMER	15,750	0	15,750	0	0	15,750	0.00%
55110	STUDENT TRANSPORTATION	4,716,744	-17,000	4,699,744	4,413,976	254,360	31,408	99.33%
55190	STUDENT TRANSPORTATION PURCHAS	1,500	0	1,500	381	0	1,119	25.37%
55200	GENERAL INSURANCE	337,135	0	337,135	334,527	0	2,608	99.23%
55300	COMMUNICATIONS	48,500	0	48,500	44,447	4,007	47	99.90%
55301	POSTAGE	37,331	0	37,331	22,986	12,735	1,611	95.69%
55302	TELEPHONE	51,948	0	51,948	44,752	7,196	0	100.00%



## EXPENDITURES

OBJECT	ACCOUNT DESCRIPTION	ORIGINAL BUDGET	TRANSFERS	REVISED BUDGET	YTD ACTUAL	ENCUMBRANCES	BALANCE	% USED
55400	ADVERTISING	3,950	4,000	7,950	7,435	515	0	100.00%
55505	PRINTING	53,738	-678	53,060	36,371	12,207	4,482	91.55%
55600	TUITION	10,000	0	10,000	10,000	0	0	100.00%
55610	TUITION TO IN STATE DIST	788,802	-35,360	753,442	709,799	43,643	0	100.00%
55630	TUITION TO PRIVATE SOURCES	1,733,647	-167,640	1,566,007	1,190,663	255,775	119,569	92.36%
55800	TRAVEL	47,030	-5,857	41,173	21,995	2,457	16,721	59.39%
56100	GENERAL INSTRUCTIONAL SUPPLIES	193,435	7,647	201,082	155,769	14,416	30,897	84.63%
56110	INSTRUCTIONAL SUPPLIES	490,012	-242	489,771	409,182	38,191	42,398	91.34%
56120	ADMIN SUPPLIES	35,436	-122	35,314	24,338	2,555	8,420	76.16%
56210	NATURAL GAS	201,000	0	201,000	166,509	34,491	0	100.00%
56220	ELECTRICITY	924,921	0	924,921	781,308	125,440	18,173	98.04%
56230	PROPANE	1,825	100	1,925	1,701	57	167	91.33%
56240	OIL	206,656	0	206,656	168,820	37,836	0	100.00%
56260	GASOLINE	32,250	-100	32,150	9,905	14,595	7,650	76.21%
56290	FACILITIES SUPPLIES	208,830	30,575	239,405	212,830	24,631	1,944	99.19%
56291	MAINTENANCE COMPONENTS	29,335	-15,500	13,835	11,552	2,283	0	100.00%
56292	UNIFORMS/ CONTRACTUAL	3,320	-950	2,370	2,370	0	0	100.00%
56293	GROUNDKEEPING SUPPLIES	5,900	3,500	9,400	7,574	1,337	489	94.80%
56410	TEXTBOOKS	184,625	-5,090	179,535	143,215	2,207	34,113	81.00%
56411	CONSUMABLE TEXTS	75,566	-7,270	68,296	64,279	1,405	2,612	96.18%
56420	LIBRARY BOOKS	81,109	16,688	97,797	79,399	16,572	1,827	98.13%
56430	PERIODICALS	26,276	-2,936	23,340	19,202	2,147	1,991	91.47%
56460	WORKBOOKS	14,502	-3,200	11,302	10,113	0	1,189	89.48%
56500	SUPPLIES - TECH RELATED	3,750	0	3,750	2,392	19	1,339	64.29%
57300	BUILDINGS	96,451	-47,251	49,200	46,384	2,816	0	100.00%
57340	COMPUTERS/TECH HARDWARE	4,425	1,551	5,976	5,714	242	20	99.66%
57345	INSTRUCTIONAL EQUIPMENT	84,713	860	85,573	68,074	4,446	13,053	84.75%
57400	GENERAL EQUIPMENT	120,088	51,332	171,420	156,445	9,430	5,545	96.77%
57500	FURNITURE AND FIXTURES	301,170	58,853	360,023	206,042	153,981	0	100.00%
58100	DUES & FEES	86,036	1,343	87,379	86,065	1,314	0	100.00%
<b>EXPENDITURE TOTAL</b>		<b>63,477,309</b>	<b>0</b>	<b>63,477,309</b>	<b>59,920,184</b>	<b>2,146,715</b>	<b>1,464,261</b>	<b>97.78%</b>



## REVENUES

OBJECT	ACCOUNT DESCRIPTION	ORIGINAL BUDGET	TRANSFERS	REVISED BUDGET	YTD ACTUAL	ENCUMBRANCES	BALANCE	% USED
43103	EXCESS COSTS	-1,051,239	0	-1,051,239	-778,763	0	-272,476	74.08%
43105	MEDICAID REIMBURSEMENT	-49,575	0	-49,575	-20,838	0	-28,737	42.03%
44105	FOI & FINGERPRINTING FEES	-2,200	0	-2,200	-1,957	0	-244	88.93%
44705	BUILDING USE FEES	-55,000	0	-55,000	-53,095	0	-1,905	96.54%
44800	REGULAR ED TUITION FROM INDIVI	-82,000	0	-82,000	-96,000	0	14,000	117.07%
44822	SPECIAL ED TUITION FROM OTHER	-19,910	0	-19,910	-30,834	0	10,924	154.87%
44860	ADMISSIONS/ATHLETIC GATE RECEI	-25,400	0	-25,400	-28,500	0	3,100	112.20%
44861	PARKING PERMIT FEES	-36,224	0	-36,224	-44,050	0	7,826	121.60%
44862	SCHOOL MUSICAL TICKET SALES	-11,411	0	-11,411	0	0	-11,411	0.00%
49102	TRANSFER IN-OTHER	-27,619	0	-27,619	-12,936	0	-14,683	46.84%
49599	CAPITAL RESERVE	-430,071	0	-430,071	-430,071	0	0	100.00%
REVENUE TOTAL		-1,790,649	0	-1,790,649	-1,497,043	0	-293,606	83.60%

GRAND TOTAL		61,686,659	0	61,686,659	58,423,141	2,146,715	1,170,655	98.19%
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Office of Fiscal Services & Operations  
50 East Street  
New Milford, Connecticut 06776

**REVISED MEMORANDUM**

**9-H**

**TO:** Joshua D. Smith, Superintendent  
**FROM:** Anthony J. Giovannone, Director of Fiscal Services and Operations  
**Date:** June 13, 2017  
**RE:** End of Year Balance

As we approach Fiscal Year End it is imperative to project our ending balance for the General Fund to make the best use of current budget and adhere to all policies and procedures both at the Board level and from the Auditors perspective.

The chart below states the Budget Position as of 6/13/17 and then projects what we believe to be the Fiscal Year End balance that we will end the 2016/2017 year with taking into consideration all known variables:

	POSITION	PROJECTION
MAJOR OBJECT CODE	6/13/2017	6/30/2017
SALARY	839,980	374,660
BENEFITS	-18,759	-102,108
PROFESSIONAL SERVICES	211,063	151,063
PROPERTY SERVICES	59,768	46,768
OTHER SERVICES	200,382	140,616
SUPPLIES	153,209	29,918
CAPITAL	18,619	0
DUES AND FEES	0	0
REVENUE	-293,606	-282,502
<b>TOTAL AVAILABLE</b>	<b>1,170,656</b>	<b>358,415</b>
<b>PERCENT OF BUDGET</b>	<b>1.90%</b>	<b>0.58%</b>

Important to note is the Revenue row in the above chart for Fiscal Year End showing \$282,502 short of which \$272,612 pertains to Excess Cost. The last memo to the Board regarding Excess Cost was presented at the March 2017 meeting. At that time, after the first of two payments for this grant, we projected the revenue shortfall for Excess Cost based off the memo from the State to be \$231,358 or 22% of the budget. The actual shortfall for Excess Cost we received notification of is actually \$272,612 or 26% of the original 2016/2017 budget.

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



D R A T

TOTAL REDUCTIONS TO MAKE					
\$756,832					
Recommended Reductions in this section: - does not add risk - does not impact department or program	Item	Description	Individual Line Reduction	Running Reduction Total	Further Reductions Required
	Liability and Property Insurance	Per Insurance review and current actuals (updated 4/7/17).	\$15,831	\$15,831	\$741,001
	Workman's Comp	Per Insurance review and current actuals (updated 4/28/17).	\$72,141	\$87,972	\$668,860
	Bus Contract	Two (2) year contract extension at 2.5% increase versus budget of 3.5% plus the reduction of one bus.	\$101,549	\$189,521	\$567,311
	Fuel/ Propane Savings	Savings due to one less bus .	\$3,000	\$192,521	\$564,311
	AESOP	Bill will be paid by Source4Teacher.	\$10,000	\$202,521	\$554,311
Recommended Reductions in this section: - add risk - does not significantly impact department or program	District Evaluation	Outside consulting services has been used for redistricting studies. This was scheduled to be used as part of a Special Education Review that will be postponed.	\$15,000	\$217,521	\$539,311
	Livescans	Postpone purchase of digital fingerprinting machine.	\$12,000	\$229,521	\$527,311
	Turn over Savings	<i>Increases risk of properly funding certified staffing replacements. (\$24,119 adjustment)</i>	<i>\$25,881</i>	<i>\$255,402</i>	<i>\$501,430</i>
	Textbooks	Reduced need due to 16/17 purchases.	\$23,484	\$278,886	\$477,946
	Strategic Planning	<i>Could delay the start of the process unless other models are considered. (\$20,000)</i>	<i>\$0</i>	<i>\$278,886</i>	<i>\$477,946</i>
Recommended Reductions in this section: - add risk - impacts programs	9th Grade PSAT	Would limit ability to inform teachers about student growth.	\$6,000	\$284,886	\$471,946
	Athletics	Supply related reductions.	\$50,000	\$334,886	\$421,946
	Field Trips	<i>Reduction to K-5 field trip funds. (\$15,000)</i>	<i>\$10,000</i>	<i>\$344,886</i>	<i>\$411,946</i>
	HVAC 1.0 FTE	Position currently vacant, using outside vendor.	\$55,000	\$399,886	\$356,946
	Phys Ed 0.5 FTE	Position added as part of Board Adopted budget.	\$31,448	\$431,334	\$325,499
	Weight Room Stipend	<i>Stipend added as part of Board Adopted budget. (\$14,800)</i>	<i>\$0</i>	<i>\$431,334</i>	<i>\$325,499</i>
	Grade 3 Teacher*	<i>Reduction due to declining enrollment.</i>	<i>\$97,154</i>	<i>\$528,488</i>	<i>\$228,345</i>
	SNIS Art Teacher*	<i>The reduction to the Unified Arts accounts for the classrooms level reductions of the past few years.</i>	<i>\$86,091</i>	<i>\$614,579</i>	<i>\$142,254</i>
	SNIS Music Teacher*		<i>\$86,091</i>	<i>\$700,670</i>	<i>\$56,163</i>
	SNIS PE Teacher		<i>\$56,163</i>	<i>\$756,832</i>	<i>\$0</i>

\*Adjusted actuals due to retirement.