

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

OPERATIONS SUB-COMMITTEE
MEETING NOTICE

DATE:	May 1, 2012
TIME:	7:30 P.M.
PLACE:	Lillis Administration Building – Room 2

REVISED AGENDA

New Milford Public Schools Mission Statement

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

- 1. Call to Order**
- 2. Public Comment**

The Board welcomes Public Participation and asks that speakers please limit their comments to three minutes. Speakers may offer objective comments of items on this agenda. The Board will not permit any expression of personal complaints or defamatory comments about Board of Education personnel and students, nor against any person connected with the New Milford Public School System.

- 3. Discussion and Possible Action**

- A. Exhibit A: Personnel – Certified, Non-Certified Appointments, Resignations and Leaves of Absence**
- B. Monthly Reports**
 1. Purchase Resolution D-646
 2. Budget Position as of 4/30/12
 3. Request for Budget Transfers
- C. Gifts & Donations**
 1. PTO – Exhibit B
- D. Grants**
 1. Adult Education – ED 244
- E. Food & Nutrition Program**
 1. Healthy Food Certification Statement
- F. Request to Accept a Tuition Student**
- G. New Milford Public Schools Technology Plan 2012-2015**
- H. School Calendar to Include 181 Student Days**
- I. BOE Legal Proposals**

GEORGE C. BUCKBEE
TOWN CLERK 

2012 APR 30 P 12: 02

NEW MILFORD, CT

4. Item of Information

A. Proposed change to object codes in the 600 series for 2012/2013

5. Adjourn

**Sub-Committee Members: Mr. Thomas McSherry, Chairperson
Mr. David Lawson
Mrs. Lynette Celli Rigdon
Mr. William Wellman**

**Alternates: Mr. Tom Brant
Mrs. Daniele Shook**

NEW MILFORD PUBLIC SCHOOLS

EXHIBIT A

Regular Meeting of the Board of Education
Sarah Noble Intermediate School
New Milford, Connecticut
May 8, 2012

As of April 27, 2012
ACTION ITEMS

A. Personnel

1. CERTIFIED STAFF

a. RESIGNATIONS

1. None

2. CERTIFIED STAFF

b. APPOINTMENTS

1. Mrs. Katherine Roman, Special Education Teacher, New Milford High School

Move that the Board of Education approve the appointment of **Mrs. Katherine Roman** as Special Education Teacher at New Milford High School effective August 22, 2012.
2012-2013 salary - \$49,782 (Step 1F)

Education History:

BA: Univ. of Bridgeport
Major: Liberal Arts
MA: Sacred Heart Univ.
Major: Special Education

Work Experience

Tutor/Long term Sub NMHS

Replacing: L. Warren

3. NON-CERTIFIED STAFF

a. RESIGNATIONS

1. Mrs. Sonia Perez, Custodian, Hill and Plain School

Move that the Board of Education accept the resignation of **Mrs. Sonia Perez** as Custodian at Hill and Plain School effective June 1, 2012.

Moving out of state

4. NON-CERTIFIED STAFF

b. APPOINTMENTS

1. None

5. SUBSTITUTES

a. APPOINTMENTS

1. None

6. ADULT EDUCATION STAFF

a. RESIGNATIONS

1. None

7. ADULT EDUCATION STAFF

b. APPOINTMENTS

1. None

8. BAND STAFF

a. RESIGNATIONS

1. None

9. BAND STAFF

b. APPOINTMENTS

1. None

10. COACHING STAFF

a. RESIGNATIONS

- 1. Mr. Christopher Rigdon**, JV Football Coach, New Milford High School
Move that the Board of Education accept the resignation of **Mr. Christopher Rigdon** as JV Football Coach at New Milford High School effective March 20, 2012.

Personal

11. COACHING STAFF

b. APPOINTMENTS

- 1. Mr. Adam Horosky**, Volunteer Assistant Spring Football Coach, New Milford High School
Move that the Board of Education approve the appointment of **Mr. Adam Horosky** as Volunteer Assistant Spring Football Coach at New Milford High School effective May 9, 2012 pending receipt of coaching permit.
- 2. Mr. Peter Martinez**, Volunteer Freshman Baseball Coach, New Milford High School
Move that the Board of Education approve the appointment of **Mr. Peter Martinez** as Volunteer Freshman Baseball Coach at New Milford High School effective May 9, 2012 pending receipt of coaching permit.
- 3. Mr. Christopher Rigdon**, Volunteer JV Football Coach, New Milford High School
Move that the Board of Education approve the appointment of **Mr. Christopher Rigdon** as Volunteer Assistant Football Coach at New Milford High School effective May 9, 2012.

Volunteer

Volunteer

Volunteer

12. LEAVES OF ABSENCE

1. **Mrs. Josephine Rositano**, School Psychologist, Northville Elementary School
Move that the Board of Education approve the request of **Mrs. Josephine Rositano** for a medical leave of absence beginning May 1, 2012 and continuing through the remainder of the 2011-2012 school year.

Paid leave of absence
5/1/12-6/18/12

NEW MILFORD PUBLIC SCHOOLS
PURCHASE RESOLUTION D-646
BOE MEETING DATE: 5/8/12

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

<u>PO #</u>	<u>VENDOR/DESCRIPTION</u>	<u>AMOUNT</u>	<u>ACCOUNT #</u>
44331	High Roads Schools – Tuition March to June 2012	\$19,161.10	12-563-6130
44349	Wheeler Clinic – Tuition March to June 2012	\$16,218.00	12-563-6130
45407	Bridgeport Board of Ed. – Tutorial Service for 2011-2012	\$7,000.00	12-563-6130
46998	Parent Reimbursement for Tuition per Mediation Agreement	\$7,695.00	12-563-6130
47125	Canterbury School – Boys Swimming Pool Rental	\$6,000.00	05-442-3210
47126	All-Star Transportation – Transportation for Various Students to Various Schools March to June 2012	\$11,300.00	12-511-2710

Obj.	Description	Approved	Adjusted	Expended	Encumbered	Balance	Pct. Used
111	SALARY-CERTIFIED	27,349,947.00	27,351,985.00	20,170,849.98	6,577,258.81	603,876.21	97.8 %
112	SALARY-NON-CERTIFIED	7,907,898.00	7,905,860.00	6,185,456.81	1,040,688.74	679,714.45	91.4 %
200	EMPLOYEE BENEFITS	8,657,419.00	8,657,419.00	7,436,770.53	38,550.58	1,182,097.89	86.3 %
321	INSTRUCTIONAL PROGRAMS	41,363.00	37,163.00	16,349.56	9,460.00	11,353.44	69.4 %
322	PROGRAM IMPROVEMENT	84,576.00	84,576.00	33,502.95	.00	51,073.05	39.6 %
323	PUPIL SERV. (COUNSEL, GUID)	545,827.00	545,827.00	425,695.38	136,383.63	16,252.01-	103.0 %
324	STAFF SERVICES (TRAINING)	94,695.00	94,695.00	30,663.44	21,736.50	42,295.06	55.3 %
331	AUDIT SERVICES	10,000.00	10,000.00	10,000.00	.00	.00	100.0 %
332	LEGAL SERVICES	135,752.00	135,752.00	183,288.91	.00	47,536.91-	135.0 %
333	MEDICAL SERVICES	25,072.00	25,072.00	26,860.00	.00	1,788.00-	107.1 %
336	INSURANCE SERVICES	2,500.00	2,500.00	1,955.00	265.00	280.00	88.8 %
339	PURCH. SERVICES-OTHER	1,534,591.00	1,533,554.00	1,219,059.48	265,580.72	48,913.80	96.8 %
411	WATER	78,192.00	78,192.00	54,617.44	23,285.37	289.19	99.6 %
412	SEWAGE	30,346.00	30,346.00	27,644.00	.00	2,702.00	91.1 %
413	FIRE DISTRICT	1,325.00	1,325.00	1,247.06	.00	77.94	94.1 %
421	GARBAGE AND REFUSE	72,196.00	72,196.00	60,721.18	14,649.82	3,175.00-	104.4 %
431	INSTRUCT EQUIPMENT REPAIR	19,036.00	17,313.00	7,797.79	45.00	9,470.21	45.3 %
432	NON-INSTRUCT EQUIPMENT REPAIR	75,855.00	71,329.00	47,240.76	12,559.08	11,529.16	83.8 %
433	BUILD & GROUNDS-REPAIR	258,956.00	258,956.00	298,892.55	4,767.99	44,704.54-	117.3 %
442	NON-INSTRUCT EQUIPMENT-RENT	222,400.00	224,403.00	163,654.57	25,858.19	34,890.24	84.5 %
511	PUPIL TRANSPORTATION-CONTRACT	4,237,779.00	4,237,779.00	3,419,691.41	805,754.34	12,333.25	99.7 %
613	PUPIL TRANSPORTATION-OTHER	2,700.00	2,700.00	1,131.84	.00	1,568.16	41.9 %
515	FIELD TRIPS	105,807.00	108,370.00	87,329.02	25,492.77	4,451.79-	104.1 %
521	PROPERTY/LIABILITY INS	336,987.00	336,987.00	338,290.00	.00	1,303.00-	100.4 %
523	MEDICAL INSURANCE-SPORTS PROGRAM	21,011.00	21,011.00	14,200.00	.00	6,811.00	67.6 %
530	COMMUNICATIONS	.00	660.00	495.64	164.12	.24	100.0 %
531	TELEPHONES	86,209.00	86,209.00	67,877.53	18,331.47	.00	100.0 %
532	POSTAGE	38,638.00	36,988.00	24,198.61	10,566.63	2,222.76	94.0 %
540	ADVERTISING EXPENSE	2,145.00	5,040.00	3,370.30	300.00	1,369.70	72.8 %
550	PRINTING EXPENSE	65,227.00	62,388.00	32,182.76	7,135.00	23,070.24	63.0 %
561	TUITION-CONN LEA	695,412.00	695,412.00	597,594.14	35,490.50	62,327.36	91.0 %
563	TUITION-PRIVATE FACILITY	1,325,917.00	1,325,917.00	1,160,113.92	351,919.26	186,116.18-	114.0 %
580	TRAVEL EXPENSES	33,990.00	35,290.00	21,410.37	3,706.63	10,173.00	71.2 %
611	INSTRUCTIONAL SUPPLIES	572,766.00	547,967.00	393,190.62	34,188.75	120,587.63	78.0 %
612	NON-INSTRUCTIONAL SUPPLIES	198,007.00	199,727.00	110,695.27	21,005.53	68,026.20	65.9 %
613	MAINTENANCE SUPPLIES	184,495.00	184,495.00	197,911.78	12,855.01	26,271.79-	114.2 %
614	MAINTENANCE COMPONENTS	33,950.00	33,950.00	36,139.03	.00	2,189.03-	106.4 %
619	GROUNDSKEEPING SUPPLIES	6,804.00	6,804.00	6,883.55	320.53	400.08-	105.9 %
622	ELECTRICITY	974,479.00	974,479.00	659,462.72	219,785.28	95,231.00	90.2 %
623	BOTTLED GAS	1,325.00	1,325.00	2,053.00	87.04	815.04-	161.5 %
624	OIL	292,950.00	292,950.00	214,909.92	72,615.92	5,424.16	98.1 %
625	NATURAL GAS	333,384.00	333,384.00	189,412.84	43,569.98	100,401.18	69.9 %
626	GASOLINE	42,527.00	42,527.00	25,425.32	12,190.81	4,910.87	88.5 %
641	TEXTS-NEW/NON-CONSUMABLE	143,544.00	123,436.00	95,316.27	4,336.85	23,782.88	80.7 %
642	TEXTS-REP/ADD NON-CONSUMABLE	47,166.00	46,397.00	36,193.87	3,865.26	6,337.87	86.3 %
644	TEXTS-REP/ADD CONSUMABLE	71,067.00	69,114.00	59,508.23	639.00	8,966.77	87.0 %
645	LIBRARY BOOKS	116,929.00	110,302.00	66,494.80	25,024.45	18,782.75	83.0 %
646	WORKBOOKS	64,317.00	59,565.00	49,987.12	.00	9,577.88	83.9 %
647	PERIODICALS	47,152.00	43,868.00	26,407.77	4,772.80	12,687.43	71.1 %
720	BUILDINGS & IMPROVEMENTS	395,416.00	395,416.00	392,851.47	756.24	1,808.29	99.5 %
731	INSTRUCTIONAL EQUIPMENT-NEW	73,555.00	116,626.00	78,125.17	23,562.35	14,938.48	87.2 %
732	INSTRUCTIONAL EQUIPMENT-REPLACEMEN	16,418.00	23,191.00	18,066.71	2,850.99	2,273.30	90.2 %
733	NON-INSTRUCTIONAL EQUIPMENT-NEW	572,269.00	584,616.00	426,922.91	106,026.02	51,667.07	91.2 %

New Milford Board of Education
 APPROPRIATIONS BY OBJECT REPORT AS OF 4/30/2012

Obj.	Description	Approved	Adjusted	Expended	Encumbered	Balance	Pct. Used
734	NON-INSTRUCTION EQUIPMENT-REPLACEM	76,177.00	81,122.00	79,867.56	1,658.83	404.39-	100.5 %
810	DUES & FEES	71,026.00	71,016.00	59,546.97	1,952.00	9,517.03	86.6 %
900	FEE REVENUE	186,250.00-	186,250.00-	143,355.72-	.00	42,894.28-	.0 %
910	TUITION REVENUE	100,080.00-	100,080.00-	59,408.49-	.00	40,671.51-	.0 %
920	GRANT REVENUE STATE	849,895.00-	849,895.00-	762,645.80-	.00	87,249.20-	.0 %
960	MEDICAID REIMBURSEMENT	60,000.00-	60,000.00-	16,182.86-	.00	43,817.14-	.0 %
961	UNLIQUIDATED ENCUMBRANCES	.00	.00	20,360.16-	.00	20,360.16	.0 %
965	VENDOR REBATE REVENUE	45,000.00-	45,000.00-	22,006.09-	.00	22,993.91-	.0 %
998	TRANSFER IN	.00	.00	.00	.00	.00	.0 %
	** FINAL TOTAL **	57,194,266.00		44,371,566.71		2,800,685.50	
			57,194,266.00		10,022,013.79		95.1 %
	"FINAL TOTAL" 4/30/2011	56,945,211.00	56,945,211.00	45,659,481.57	9,717,570.17	1,568,159.26	97.2%
	Variance	249,055.00	249,055.00	-1,287,914.86	304,443.62	1,232,526.24	-2.1%

New Milford Board of Education
 SECONDARY REPORT BY PROGRAM AS OF 4/30/2012

Prog	Description	Approved	Adjusted	Expended	Encumbered	Balance	Pct. Used
1101	KINDERGARTEN	678,508.00	668,508.00	400,931.20	148,996.12	118,580.68	82.3 %
1102	NON DEPT INSTRUCTION	6,745,266.00	6,688,481.00	4,865,417.87	1,744,861.36	78,201.77	98.8 %
1103	BUSINESS EDUCATION	330,000.00	335,522.00	264,392.76	67,340.80	3,788.44	98.9 %
1104	ENGLISH/LANGUAGE ARTS	1,799,770.00	1,783,033.00	1,338,987.79	398,841.12	45,204.09	97.5 %
1105	WORLD LANGUAGE	997,452.00	980,335.00	752,405.44	226,062.56	1,867.00	99.8 %
1106	HOME ECONOMICS	178,333.00	178,333.00	139,336.12	38,468.44	528.44	99.7 %
1107	INDUSTRIAL ARTS	300,753.00	300,753.00	224,558.76	68,572.17	7,622.07	97.5 %
1108	MATHEMATICS	1,511,069.00	1,545,366.00	1,162,487.50	364,961.38	17,917.12	98.8 %
1109	MUSIC	848,161.00	851,871.00	616,708.20	221,326.28	13,836.52	98.4 %
1110	PHYSICAL EDUCATION	945,820.00	953,476.00	674,738.61	266,682.35	12,055.04	98.7 %
1111	SCIENCE	1,615,440.00	1,608,094.00	1,162,512.57	407,488.45	38,092.98	97.6 %
1112	SOCIAL STUDIES	1,444,216.00	1,447,044.00	1,098,485.41	311,503.33	37,055.26	97.4 %
1113	PATIENT CARE TECHNOLOGY	16,846.00	16,846.00	10,440.90	4,060.30	2,344.80	86.1 %
1116	HEALTH AND SAFETY	332,913.00	333,923.00	234,573.39	88,917.95	10,431.66	96.9 %
1118	CAREER EDUCATION	27,912.00	28,649.00	23,532.62	5,105.34	11.04	100.0 %
1119	COMPUTER EDUCATION	377,810.00	378,392.00	212,548.79	148,192.99	17,650.22	95.3 %
1120	DRIVER EDUCATION	.00	.00	7,808.18	.00	7,808.18	.0 %
1121	REMEDIAL READING	845,914.00	871,209.00	640,359.27	205,168.58	25,681.15	97.1 %
1123	ENGLISH AS A SECOND LANG	126,198.00	126,198.00	90,679.92	33,287.23	2,230.85	98.2 %
1124	DISTRIBUTIVE EDUCATION	56,012.00	56,012.00	40,328.64	15,683.36	.00	100.0 %
1127	ART	842,308.00	844,905.00	637,045.96	206,230.71	1,628.33	99.8 %
1128	GENERAL INSTRUCT SUPPLIES	393,920.00	389,598.00	297,231.05	32,960.06	59,406.89	84.8 %
1129	SUBSTITUTE TEACHERS	332,088.00	332,088.00	309,373.89	.00	22,714.11	93.2 %
1130	INSTRUCTIONAL TESTING	100,269.00	101,796.00	75,793.17	19,055.67	6,947.16	93.2 %
1131	NON DEPT INSTRUCT GR 6-12	71,230.00	94,230.00	70,891.68	8,350.35	14,987.97	84.1 %
1210	GIFTED TALENTED/ENRICHMNT	109,200.00	109,200.00	70,678.48	33,641.20	4,880.32	95.5 %
1211	EXCEL-EXPER. CTR EARLY MAN	414,773.00	414,773.00	310,577.48	91,411.74	12,783.78	96.9 %
1212	SPECIAL ED-NON CATEGORICL	5,002,096.00	4,992,757.00	3,710,554.72	1,259,778.89	22,423.39	99.6 %
1214	LEARN DISABLE/EMOT.HANDCP	.00	.00	.00	.00	.00	.0 %
1215	TRANSITION 18-21 PROGRAM (LHTC)	188,518.00	188,518.00	102,879.58	64,420.72	21,217.70	88.7 %
1270	TUTORIAL	210,779.00	210,779.00	110,740.26	.00	100,038.74	52.5 %
1271	HOMEBOUND INSTRUCTION	56,050.00	56,050.00	52,905.46	.00	3,144.54	94.4 %
1290	OTHER SPECIAL EDUCATION	293,394.00	293,394.00	235,159.37	56,456.99	1,777.64	99.4 %
1291	SPEC ED PARA SUBSTITUTES	58,510.00	58,510.00	79,207.52	.00	20,697.52	135.4 %
1310	ADULT ED-BASIC PROGRAM	86,441.00	86,441.00	56,893.98	.00	29,547.02	65.8 %
1311	ADULT ED-HIGH SCHL EQUIV	5,191.00	5,191.00	1,990.98	.00	3,200.02	38.4 %
1410	SUMMER SCHOOL-REMEDIAL	56,563.00	56,563.00	44,867.04	.00	11,695.96	79.3 %
2113	SOCIAL WORK SERVICES	249,250.00	249,250.00	189,432.92	58,883.60	933.48	99.6 %
2120	GUIDANCE SERVICES	941,857.00	941,857.00	697,580.97	232,927.53	11,348.50	98.8 %
2130	HEALTH SERVICES	914,342.00	914,434.00	772,610.74	204,016.30	62,193.04	106.8 %
2140	PSYCHOLOGICAL SERVICES	454,555.00	454,555.00	334,600.89	110,379.40	9,574.71	97.9 %
2150	SPEECH AND HEARING	725,624.00	725,818.00	554,583.92	167,521.04	3,713.04	99.5 %
2211	STAFF DEVELOPMENT & TRAIN	56,565.00	56,565.00	25,893.92	.00	30,671.08	45.8 %
2212	CURRICULUM DEVELOPMENT	166,195.00	167,722.00	104,940.04	17,515.45	45,266.51	73.0 %
2222	LIBRARY SERVICES	688,973.00	688,973.00	482,048.48	186,089.78	20,834.74	97.0 %
2223	AUDIO-VISUAL SERVICES	19,757.00	18,657.00	6,912.04	1,782.37	9,962.59	46.6 %
2224	EDUCATIONAL TELEVISION	2,004.00	2,004.00	383.32	324.00	1,296.68	35.3 %
2310	BOARD OF EDUCATION	173,102.00	173,102.00	210,292.71	.00	37,190.71	121.5 %
2320	CENTRAL ADMINISTRATION	339,479.00	349,132.00	252,166.32	54,979.64	41,986.04	88.0 %
2410	OFFICE OF THE PRINCIPAL	2,566,547.00	2,539,441.00	1,960,830.40	485,015.00	93,595.60	96.3 %
2490	OTHER SCHOOL ADMINSTRATN	114,073.00	112,771.00	75,916.45	30,108.34	6,746.21	94.0 %
2510	FISCAL SERVICES	412,970.00	421,398.00	349,369.15	70,463.27	1,565.58	99.6 %
2590	OTHER BUSINESS SUPPRT SERV	536,126.00	519,999.00	361,122.51	.00	158,876.49	69.4 %

FUND 001 000 GENERAL FUND

Prog	Description	Approved	Adjusted	Expended	Encumbered	Balance	Pct. Used
2610	CUSTODIAL & HOUSEKEEPING	2,004,100.00	2,005,560.00	1,638,839.34	37,878.03	328,842.63	83.6 %
2620	MAINTENANCE & REPAIR	2,924,031.00	2,925,491.00	2,366,879.64	427,526.63	131,084.73	95.5 %
2630	BUILDING USE ADMINISTRATION	32,650.00-	32,650.00-	8,268.01-	1,598.00	25,979.99-	20.4 %
2710	REIMBURSABLE TRANSPORT	4,136,142.00	4,136,142.00	3,319,329.10	808,923.00	7,889.90	99.8 %
2790	NON-REIMBURSABLE TRANSPRT	.00	.00	1,073.80	.00	1,073.80-	.0 %
2810	PLANNING & EVALUATION	9,750.00	9,750.00	1,700.23	.00	8,049.77	17.4 %
2820	COMMUNICATION & COMM/STAFF RELATION	29,150.00	29,150.00	20,686.13	4,456.99	4,006.88	86.3 %
2830	RECRUITING/PERSONNEL SERV	167,784.00	169,658.00	137,472.19	32,016.48	169.33	99.9 %
2840	TECHNOLOGY	215,278.00	217,610.00	188,798.29	19,021.99	9,789.72	95.5 %
2910	SOCIAL SECURITY	574,438.00	574,438.00	473,882.83	.00	100,555.17	82.5 %
2920	MEDICARE	453,900.00	453,900.00	354,507.28	.00	99,392.72	78.1 %
2930	LIFE INSURANCE	83,004.00	83,004.00	78,654.40	4,349.60	.00	100.0 %
2940	DISABILITY INSURANCE	89,443.00	89,443.00	64,688.02	24,754.98	.00	100.0 %
2950	MEDICAL INSURANCE	6,175,671.00	6,175,671.00	5,146,392.50	.00	1,029,278.50	83.3 %
2960	UNEMPLOYMENT INSURANCE	49,795.00	49,795.00	65,348.50	9,446.00	24,999.50-	150.2 %
2970	OTHER BENEFITS	612,210.00	612,210.00	633,039.00	.00	20,829.00-	103.4 %
2980	PENSION-NON CERTIFIED EMPLOYEES	618,958.00	618,958.00	620,258.00	.00	1,300.00-	100.2 %
3210	INTERSCHOLASTIC SPORTS	639,947.00	639,947.00	469,506.44	66,507.76	103,932.80	83.8 %
3211	INTRAMURAL SPORTS	30,786.00	30,786.00	13,261.00	.00	17,525.00	43.1 %
3212	OTHER STUDENT ACTIVITIES	194,872.00	194,872.00	120,146.67	3,752.17	70,973.16	63.6 %
6110	TUITION-CONN PUB SCHL DIS	606,553.00	606,553.00	517,312.34	35,490.50	53,750.16	91.1 %
6130	TUITION-NON PUBLIC SCHL	950,311.00	950,311.00	823,335.92	351,919.26	224,944.18-	123.7 %
7001	CAPITAL-FACILITIES	423,066.00	423,066.00	420,758.97	756.24	1,550.79	99.6 %
7002	CAPITAL-TECHNOLOGY	392,524.00	392,524.00	343,349.25	.00	49,174.75	87.5 %
7003	CAPITAL-OTHER	84,061.00	115,561.00	69,521.90	35,784.00	10,255.10	91.1 %
** FINAL TOTAL **		57,194,266.00		44,371,566.71		2,800,685.50	
			57,194,266.00		10,022,013.79		95.1 %
"FINAL TOTAL" 4/30/2011		56,945,211.00	56,945,211.00	45,659,481.57	9,717,570.17	1,568,159.26	97.2%
Variance		249,055.00	249,055.00	-1,287,914.86	304,443.62	1,232,526.24	-2.1%

**NEW MILFORD PUBLIC SCHOOLS
BUDGET TRANSFER REQUESTS – RECOMMENDED
BOE MEETING DATE: 5/8/12**

Transfer #	Description	From: Account#	Amount	To: Account #	Amount
HPS 001	Amazon – 4 Hovercam T3 Document Camera	01-432-2410	\$224.00		
		01-810-2130	\$210.00		
		01-550-2410	<u>\$442.00</u>		
			\$876.00	01-731-1128	\$876.00
SMS 001	Chuck’s Musical Instrument Repair – Purchase of a Used Tuba	04-611-1109	\$1,093.00		
		04-442-1109	\$ 447.00		
		04-515-1109	\$ 207.00		
		04-810-1109	<u>\$ 50.00</u>		
			\$1,797.00	04-732-1109	\$1,797.00
SMS 002	Amazon – 2 – 32” Plasma TVs	04-431-2223	\$651.00	04-732-2223	\$651.00
SMS 003	WB Mason – 2 Plasma/LCD Carts & 2 DVD/CD Players	04-431-2223	\$852.00	04-734-2223	\$852.00
NMHS 001	All-Star Transportation – Buses For Band Members to Competitions	05-612-1109	\$2,770.00	05-515-1109	\$2,770.00
NMHS 002	NASSP – Renewal Member- Ships for Student Council/ National Honor Society	05-612-2490	\$250.00	05-810-2490	\$250.00

New Milford
PTO
Parent Teacher Organization

New Milford PTO
P.O. Box 1343
New Milford, CT 06776

April 25, 2012

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

Dear Dr. Paddyfote:

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

Hill & Plain Requests the following:

The PTO requests \$2500.00 for author David Adler for Literature Week to show a presentation.

SNIS Requests the following:

Nanci Zimmerman requests \$1030.00 for the Notions of Motions program for the entire 5th grade to be presented in February 2013. (approval needed now for a \$500.00 deposit)

Linnea Leclair requests \$3295.75 for a hands-on Pioneer Day at Pratt Center in New Milford for the entire 5th grade.

NES Requests the following:

Todd Miltimore requests three grants for Literature Week for authors to show presentations: \$1800.00 for Rafe Martin, \$1250.00 for Suzy Kline, and \$1500.00 for Wendell Minor.

Sincerely,
Jennifer Luis
TW PTO Secretary

CONNECTICUT STATE DEPARTMENT OF EDUCATION
Bureau of Health/Nutrition, Family Services and Adult Education

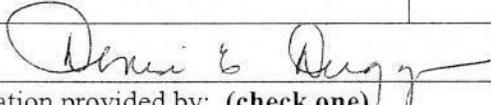
GRANT APPLICATION FOR ADULT EDUCATION

INSTRUCTIONS

1. Send Form ED-244 to the Bureau on or before **April 15, 2012**. No applications will be accepted after that date.
2. **Complete** all sections of the application accurately and thoroughly.
3. Submit the current Program Profile with the ED-244 application.
4. Report expenditures to the nearest dollar. **DO NOT USE CENTS**. Use the *Budget Buddy* guide for pages 12-17.
5. The **Edit Check** must be completed and signed by someone other than the individual who completes the ED-244.
6. Send **two** stapled, typewritten copies (**one with original authorized signature[s]** see page ten) to:

Valerie R. Marino, Program Manager
Connecticut State Department of Education
Bureau of Health/Nutrition, Family Services and Adult Education
25 Industrial Park Road
Middletown, CT 06457-1543

APPLICANT INFORMATION

1. Organization: New Milford Adult Education	District or Agency: New Milford	Town/Agency Code: 096
2. Address: 388 Danbury Road, New Milford CT		Zip Code: 06776
3. Completed by: Denise Duggan	Title: Director	Phone: 860 350-6647 ext 1105
4. Signature: 		Date:
5. Adult Education provided by: (check one)		
a) Provider Only <input type="checkbox"/> c) Cooperative Arrangement CGS 10-158a <input type="checkbox"/>		
b) Provider with Cooperating Districts <input checked="" type="checkbox"/> Number of cooperating districts: <u>1</u>		
5. Total number of students anticipated: 128		Total number of enrollments anticipated: 490
6. Summer Operation:	YES: <input type="checkbox"/>	NO: <input checked="" type="checkbox"/>
7. Number of cooperating eligible entity (CEE) application(s):		
Entity name(s):		

PROPOSED BUDGET

1. Amount of State/Local adult education funds	\$117,600
2. Payments from Cooperating Districts	\$2,400
3. TOTAL	\$120,000
4. Anticipated per pupil cost (Total \$ ÷ Number of students)	\$938
5. Anticipated per enrollment cost (Total \$ ÷ Number of enrollments)	\$245

Table 1 - Total students/enrollments per area: To complete the FY 2011 *Final* column, use data from your district's **final** Program Profile report for FY 2011. To complete the FY 2012 *Year to Date* column, refer to the **current** Program Profile report.

	FY 2011 Final		FY 2012 Year to Date	
	No. of Students	No. of Enrollments	No. of Students	No. of Enrollments
Citizenship/Americanization	6	16	7	22
English as a Second Language (ESL)	55	74	30	53
Elementary Basic Skills (ABE) and (GED) Preparation	11	17	9	11
High School Credit Diploma Program	69	482	62	356
High School National External Diploma Program	n/a	n/a	n/a	n/a
TOTALS	141	589	108	442

Table 2 - Projected number of students in Adult Education programs: Based on the data reported in Table 1, enter by district and by program type, the **projected** number of students expected for **FY 2013**. Be sure to list cooperating districts in order of town code. ***Each cooperating district must have a projected enrollment in asterisked (*) columns and in at least one applicable secondary completion area.**

District Name	Americanization/ Citizenship (01)*	ESL (02)*	Elementary Basic Skills (03)*	GED Prep. (04)	Credit Program (05)	External Diploma (06)	TOTAL (07)
Provider:	5	47	5	7	49		113
Cooperating Districts							
01 Region 12	1	4	3	2	5		15
02							
03							
04							
05							
06							
07							
08							
09							
10							
11							
12							
13							
14							
15							
16							
17							
GRAND TOTAL	6	51	8	9	54		128

PROGRAM QUALITY

Please refer to your district's **final FY 2010 Program Profile** and **Provider Performance Summary** reports as well as Connecticut's Core Performance Benchmarks from the State Plan for Adult Education, as guides when developing your program goals, objectives, activities and measurable outcomes for this section. Programs should establish their goals and measure their performance in accord with the above documents.

Identifying Adult Education Program Goals and Objectives

Using the tables on pages 4 and 5, list at least **three** goals from the list provided below. Be sure to include accompanying objectives that you have established for your adult education programs. When identifying your program's goals and objectives, please ensure that they:

- respond to the educational needs of our adult population;
- demonstrate program development, improvement, new initiatives;
- reflect an analysis of the data reported in the district's *Program Profile* and *Program Performance Summary*;
- enhance program accountability; and
- integrate technology.

Goals that support and enhance program improvement and accountability should include:

(Choose at least **three**)

- (1) Program planning and operations.
- (2) Student recruitment.
- (3) Student retention.
- (4) Monitoring learning gains and secondary completion.
- (5) Curriculum and/or instruction.
- (6) Transition and/or support services.
- (7) Interagency collaboration.
- (8) Services for adults with disabilities.
- (9) Worksite collaboratives.
- (10) Other (be specific).

When stating your goals and objectives, be sure to:

- include those **activities** that you will undertake to successfully achieve stated objectives;
- state the specific **measurable** results you anticipate; and
- indicate the **methods to verify** that results have been achieved.

Goal 1: Student retention	
Objectives: To retain students, especially students most in need of literacy services	
Activities •What specific activities will you undertake?	Measurable Outcomes •What specific, measurable results do you expect? How will you verify these results have been achieved?
<ol style="list-style-type: none"> 1. New students will attend orientation to NMAE 2. All students will be informed of the programs policies and rules. 3. Students will be encouraged to take ownership of their program through participation in student council, academic fair and community activities 4. Student portfolio and transition plans will be developed by student, guidance, and classroom instructors in career path of interest to make program more focused for students success. 5. New Milford will provide classes that will help students identify career goals and expose students to the skills needed to function beyond high school. 6. Guidance will: <ul style="list-style-type: none"> • Contact students who are in danger of losing credit to inform them of their options. • Call students who are absent on a regular basis and discuss support. • Follow-up contact made through mailings for students who have stopped attending the program. • Send home progress reports to indicate present level of achievement. • Report cards will be issued at the end of each semester. 	<p>Students will gain an understanding of the program they are enrolling in, the expectations involved and become comfortable with the building prior to class start. Students will demonstrate this through obtaining a passing grade as documented in CARS and by completion of questionnaires and journal writings that will be placed in their portfolios.</p> <p>Students will be given handbook and forms. Signed forms will be placed in student folder located in office.</p> <p>Students will complete evaluations and interest surveys. Classroom teacher will document attendance. Students will showcase their work at the end of each semester during the Academic Fair.</p> <p>Students will obtain passing grades in orientation and transitions classes as documented in CARS.</p> <p>All HSD students will be offered career awareness and transition classes. 75% of students enrolled will obtain a passing grade and HSD credit as documented in CARS.</p> <p>Students will have the opportunity to discuss individual problems/concerns with a guidance counselor. 60% of the students will return to class and attempt to complete required assignments. Students will receive letters to encourage them to return to school and to call us with problems/concerns. 60% of the students who receive mailings will return to the program. Copies of guidance mailings will be placed in students files.</p>

Goal 2: Transition and/or support services	
Objectives: To prepare students for post secondary and workforce expectations	
Activities •What specific activities will you undertake?	Measurable Outcomes •What specific, measurable results do you expect? How will you verify these results have been achieved?
1. New Milford will provide classes that will help students identify career goals and expose students to the skills needed to function beyond high school. All students will be offered career awareness, Soft skills and Transition classes. Math classes will provide remediation and real world application.	80% of students enrolled will obtain a passing grade and HSD credit as documented in CARS. 80% of GED students will show a 5 point gain in Pre and Post testing as documented in CARS.
2. Guidance will hold routine meetings with each student to assess interests, oversee portfolios and expose students to opportunities that will enhance career pathways.	All students will meet with Guidance multiple times each semester to review career and post high school plans. Guidance will document each meeting in student's individual folder.
3. Students will have access to a variety of speakers, community based independent studies and job shadow experiences in a variety of career pathways.	Students will be better informed of real life career opportunities and expectations as they make career and post high school plans. Students will complete speaker/ career evaluations and place them in their portfolio.
4. Students will have the opportunity to attend a post secondary program at Ridley Lowell to explore the career pathways offered there.	Students will be prepared with the entry level skills needed to succeed in a post- secondary setting as documented by a passing grade and credit earned in CARS.

Goal 3: Interagency collaboration	
Objectives:	
<ol style="list-style-type: none"> 1. To maintain current, and establish new, community resources to enhance student's ability to be prepared to enter post secondary or workforce opportunities. 2. To expose our students to as many community resources as possible. 3. To promote volunteerism. 	
Activities	Measurable Outcomes
•What specific activities will you undertake?	•What specific, measurable results do you expect? How will you verify these results have been achieved?
<ol style="list-style-type: none"> 1. We will continue to be an active member of the community via Chamber of Commerce, Advisory Board and volunteerism activities. Community outreach coordinator to add to contacts and resources from the community 2. We will continue existing collaborations with the purpose of creating career based independent studies and job shadow opportunities within the community in student's career pathway choices. 3. Academic Fair at the end of each semester will add community job fair participation. 4. Speakers from the community, workforce and post secondary schools will routinely be brought in to interact with the students on a variety of topics. 	<p>Two new collaborations will be added: Local Food Pantry (ESL will make bag lunches on a monthly basis as part of volunteerism exploration) Documentation of volunteer hours via certificate placed in student's portfolio at the end of each semester. Students will journal about the process and experience.</p> <p>Ridley Lowell Business and Technical Institute (HSDP students will attend programming at the institute as well as have institute teach transition skills at NMAE). 80% of students enrolled in RL programming will obtain a passing grade as documented in CARS</p> <p>Four students will complete independent studies in a career pathway and receive credit as documented in CARS.</p> <p>Students in all mandated programs will present a project. Local businesses will also have the opportunity to present their business and staff needs at booths as well.</p> <p>Students will be exposed to a variety of community, career and post- secondary resources and be given examples of career pathways and work expectations. Students will complete evaluations and reflections on speakers and the variety of topics presented as part of their portfolio until graduation.</p>

Professional and Organizational Development Plan

Please indicate those professional development (PD) needs that you have identified for your staff and program by thoroughly completing the chart below. Be sure to relate identified PD needs with program quality goals chosen (pages 4 and 5) if applicable. Remember to include costs for consultants, in-service training specialists, workshops, teacher stipends, substitute teachers, travel, hotel, etc., in the Budget Narrative section of your grant application.

Planned Professional/Organizational Development Activities FY 2012-13					
Identified PD Need	Goal #	Proposed Approaches, Resources, Strategies, Techniques and/or Instructional Programs, etc.	Expected Outcomes	Number of Staff to be served	Total Anticipated Cost*
Orientation to the program Program planning	1,2,3	Hold orientation/planning meetings with all teachers prior to the beginning of each semester.	Teachers will know the program expectations and will be able to articulate these to their students.	15 - 20	\$1,390
Professional Development	1,2,3	Professional Development Workshop – Areas of Concentration : Career pathways across curriculum, reading for information across curriculum, community involvement, volunteerism, technology in the classroom, Common Core	Curriculum will focus on career choices and real life expectations. Students in all mandated programs will be more aware of services and involved in their community.	10	\$1,042
CAACE	1,2,3	Involve a number of adult education teachers from different aspects of the program allowing them to network with their contemporaries gaining current information and techniques in their various subject areas.	Attending staff will be able to identify new approaches in their area of interest and share this with their colleagues when they return to the district.	7	\$1,000
Statewide Policy Forum, Facilitator Training & Disabilities Workshop	1,2,3	Designated staff will attend mandatory state meetings and bring information back to the program	Staff will stay current with state policies and procedures in all program areas.	2	\$408

STATEMENT OF ASSURANCES

- A. The applicant has the necessary legal authority to apply for and receive the proposed grant.
- B. The filing of this application has been authorized by the applicant's governing body, and the undersigned official has been duly authorized to file this application for and on behalf of said applicant, and otherwise to act as the authorized representative of the applicant in connection with this application.
- C. The activities and services for which assistance is sought under this grant will be administered by or under the supervision and control of the applicant.
- D. The project will be operated in compliance with all applicable state and federal laws and in compliance with regulations and other policies and administrative directives of the Connecticut State Board of Education and the State Department of Education.
- E. Grant funds shall not be used to supplant funds normally budgeted by the agency.
- F. Fiscal control and accounting procedures will be used to ensure proper disbursement of all funds awarded.
- G. The applicant will submit a final project report (within 60 days of the project completion) and such other reports, as specified, to the State Department of Education, including information relating to the project records and access thereto as the State Department of Education may find necessary.
- H. The Connecticut State Department of Education reserves the exclusive right to use and grant the right to use and/or publish any part or parts of any summary, abstract, reports, publications, records and materials resulting from this project and this grant.
- I. If the project achieves the specified objectives, every reasonable effort will be made to continue the project and/or implement the results after the termination of state/federal funding.
- J. The applicant will protect and save harmless the State Board of Education from financial loss and expense, including legal fees and costs, if any, arising out of any breach of the duties, in whole or part, described in the application for the grant.
- K. At the conclusion of each grant period, the applicant will provide for an independent audit report acceptable to the grantor in accordance with Sections 7-394a and 7-396a of the Connecticut General Statutes, and the applicant shall return to the State Department of Education any monies not expended in accordance with the approved program/operation budget as determined by the audit.
- L. Required Contract Language (non-discrimination)

1) References in this section to "contract" shall mean this grant agreement and references to "contractor" shall mean the Grantee.

For the purposes of this section, "Commission" means the Commission on Human Rights and Opportunities.

For the purposes of this section "minority business enterprise" means any small contractor or supplier of materials fifty-one per cent or more of the capital stock, if any, or assets of which is owned by a person or persons: (1) Who are active in the daily affairs of the enterprise, (2) who have the power to direct the management and policies of the enterprise and (3) who are members of a minority, as such term is defined in subsection (a) of section 32-9n; and "good faith" means that degree of diligence which a reasonable person would exercise in the performance of legal duties and obligations. "Good faith efforts" shall include, but not be limited to, those reasonable initial efforts necessary to comply initial efforts will not be sufficient to comply with such requirements.

STATEMENT OF ASSURANCES

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

3) Determination of the contractor's good faith efforts shall include but shall not be limited to the following factors: The contractor's employment and subcontracting policies, patterns and practices; affirmative advertising, recruitment and training; technical assistance activities and such other reasonable activities or efforts as the Commission may prescribe that are designed to ensure the participation of minority business enterprises in public works projects.

4) The contractor shall develop and maintain adequate documentation, in a manner prescribed by the Commission, of its good faith efforts.

5) The contractor shall include the provisions of section (2) above in every subcontract or purchase order entered into in order to fulfill any obligation of a contract with the state and such provisions shall be binding on a subcontractor, vendor or manufacturer unless exempted by regulations or orders of the Commission. The contractor shall take such action with respect to any such subcontract or purchase order as the Commission may direct as a means of enforcing such provisions including sanctions for noncompliance in accordance with section 46a-56; provided, if such contractor becomes involved in, or is threatened with, litigation with a subcontractor or vendor as a result of such direction by the Commission, the contractor may request the state of Connecticut to enter into any such litigation or negotiation prior thereto to protect the interests of the state and the state may so enter.

6) The contractor agrees to comply with the regulations referred to in this section as the term of this contract and any amendments thereto as they exist on the date of the contract and as they may be adopted or amended from time to time during the term of this contract and any amendments thereto.

7) (a) The contractor agrees and warrants that in the performance of the contract such contractor will not discriminate or permit discrimination against any person or group of persons on the grounds of sexual orientation, in any manner prohibited by the laws of the United States or of the state of Connecticut, and that employees are treated when employed without regard to their sexual orientation; (b) the contractor agrees to provide each labor union or representative of workers with which such contractor has a collective

STATEMENT OF ASSURANCES

bargaining agreement or other contract or understanding and each vendor with which such contractor has a contract or understanding, a notice to be provided by the Commission on Human Rights and Opportunities advising the labor union or workers' representative of the contractor's commitments under this section, and to post copies of the notice in conspicuous places available to employees and applicants for employment; (c) the contractor agrees to comply with each provision of this section and with each regulation or relevant order issued by said Commission pursuant to section 46a-56; (d) the contractor agrees to provide the Commission on Human Rights and Opportunities with such information requested by the Commission, and permit access to pertinent books, records and accounts, concerning the employment practices and procedures of the contractor which relate to the provisions of this section and section 46a-56.

- 8) The contractor shall include the provisions of section (7) above in every subcontract or purchase order entered into in order to fulfill any obligation of a contract with the state and such provisions shall be binding on a subcontractor, vendor or manufacturer unless exempted by regulations or orders of the Commission. The contractor shall take such action with respect to any such subcontract or purchase order as the Commission may direct as a means of enforcing such provisions including sanctions for noncompliance in accordance with section 46a-56; provided, if such contractor becomes involved in, or is threatened with, litigation with a subcontractor or vendor as a result of such direction by the Commission, the contractor may request the state of Connecticut to enter into any such litigation or negotiation prior thereto to protect the interests of the state and the state may so enter.
- M. The grant award is subject to approval of the State Department of Education and availability of state or federal funds.
- N. The applicant agrees and warrants that Sections 4-190 to 4-197, inclusive, of the Connecticut General Statutes concerning the Personal Data Act and Sections 10-4-8 to 10-4-10, inclusive, of the Regulations of Connecticut State Agencies promulgated there under are hereby incorporated by reference.

SIGNATORY AUTHORIZATION

Each signature of the superintendent or agency head attests to the following:

1. knowledge and acceptance of the proposed program and budgets, and
2. agreement to abide by the statement of assurances listed on pages seven through nine.

DISTRICT/AGENCY NAME	District Code	SIGNATURE (Provider Superintendent of Schools or Authorized Agency)	Provider District Budget Total (state/local dollars)
PROVIDER DISTRICT:	096	<i>Joann C. Paddyfote</i>	\$117,600
COOPERATING DISTRICTS: (Must be Listed in Numerical District Code Order)	District Code	SIGNATURE (Cooperator Superintendent of Schools Or Authorized Agency Head)	Payments anticipated from Cooperating Districts for Eligible Expenditures C.G.S. Sec. 10-67
01 Region 12	212	<i>Bruce E. Spren</i>	\$2,400
02			
03			
04			
05			
06			
07			
08			
09			
10			
11			
12			
13			
14			
15			
16			
17			
18			
19			
TOTAL ANTICIPATED PAYMENTS FROM COOPERATORS ONLY:			2,400

Any Change In Program Plan Or Budget During The Program Year Requires A Program Modification Signed By The Providing Agency Head And Subsequently Approved By The State Department Of Education.

NO MODIFICATION WILL BE ACCEPTED AFTER March 15, 2013.

ED 114 FISCAL YEAR 2013

BUDGET FORM

GRANTEE NAME:	TOWN CODE:
GRANTEE TITLE:	
PROJECT TITLE:	
ACCOUNTING CLASSIFICATION: FUND: 0000 SPID: 710 ACTIVITY:	
GRANT PERIOD: 07/01/2012 – 06/30/2013 AUTHORIZED AMOUNT: \$	
AUTHORIZED AMOUNT BY SOURCE: CURRENT DUE: \$	
LOCAL BALANCE: \$ CARRY-OVER DUE: \$	

CODES	DESCRIPTIONS	STATE/LOCAL	COOP REV	TOTAL
111A	ADMINISTRATOR/SUPERVISOR SALARIES	\$13,500	\$0	\$13,500
111B	TEACHERS	\$49,219	\$2,400	\$51,619
112A	EDUCATION AIDES	\$0	\$0	\$0
112B	CLERICAL	\$12,761	\$0	\$12,761
119	OTHER	\$34,382	\$0	\$34,382
200	PERSONAL SERVICES-EMPLOYEE BENEFITS	\$0	\$0	\$0
322	IN SERVICE	\$0	\$0	\$0
330	OTHER PROFESSIONAL TECHNICAL SERVICES	\$0	\$0	\$0
400	PURCHASED PROPERTY SERVICES	\$0	\$0	\$0
510	PUPIL TRANSPORTATION	\$0	\$0	\$0
580	TRAVEL	\$1,416	\$0	\$1,416
590	OTHER PURCHASED SERVICES	\$4,755	\$0	\$4,755
611	INSTRUCTIONAL SUPPLIES	\$827	\$0	\$827
612	ADMINISTRATIVE SUPPLIES	\$0	\$0	\$0
641	TEXTBOOKS	\$740	\$0	\$740
734	INSTRUCTIONAL EQUIPMENT	\$0	\$0	\$0
735	COMPUTER EQUIPMENT	\$0	\$0	\$0
	TOTAL	\$117,600	\$2,400	\$120,000

ORIGINAL REQUEST
DATE

STATE DEPARTMENT OF EDUCATION
PROGRAM MANAGER AUTHORIZATION

DATE OF APPROVAL

New Milford Adult Education Program Profile for 2012

Program Information

Program/District: New Milford	Director: Denise Duggan
Cooperating Districts: REG DIST #12	
Total Grant Funds State / Local : \$146,858 Federal : \$67,200	Number of Program Sites : 1
Community Needs	
Number (Percent) of Adult Population, 18 or older, without a high school diploma :	2480 (9.70%)
Number (Percent) of Adult Population, 18 or older, who do not speak English well :	246 (0.96%)

Program Enrollment and Student Demographics

Program Area	Total Instructional Hours Offered	New Students	Returning Students	Total Students	Total Enrollments
Adult Basic Education (ABE) / General Educational Development (GED) Preparation	117	3	6	9	11
Citizenship	16	3	4	7	22
English as a Second Language (ESL)	480	16	14	30	53
Adult High School Credit Diploma Program	1,654	28	34	62	356
Total:	2,267	50	58	108	442

Note - 'Total Enrollments' represents all the enrollments, regardless of program area, for students classified in the reported program area.

Age	Females	Males	Total	Ethnicity	Females	Males	Total
16 - 18	15	22	37	Asian	2	2	4
19 - 21	9	17	26	Black / African American	0	2	2
22 - 24	1	4	5	Hispanic/Latino	14	13	27
25 - 44	13	9	22	White	35	40	75
45 - 59	10	5	15				
60+	3	0	3				
Total:	51	57	108		51	57	108

Student Characteristics at Entry

Entry Status	Number	Goals/Reasons For Enrollment	Number
Employed	46	Enter Employment	3
Unemployed - Seeking Employment	55	Retain Employment	3
Unemployed - Not Seeking Employment	7	Earn a Diploma	51
On Public Assistance	0	Enter Postsecondary	7
Homeless	0	Improve Basic Skills	40
Immigrant	6	Progress Towards Diploma	24
With a Disability	0	Enhance Family Literacy	3
Even Start	0	Earn Citizenship	3
Parent of Child(ren)		Vote	3
5 years of age or younger	6	Use Community Services	2
6 to 10 years of age	1	Enter Military	0
11 to 18 years of age	2	Court Ordered	0
		Required for Public Assistance	0

Student Performance by Program Area

Adult Basic Education (ABE)/General Educational Development (GED) Preparation

Performance of Students Retained for at least 12 hours and with a Pre-Test

Educational Functioning Level at Entry	Number of Students	Mean Hours Attended	% of Available Instruction Used	% with at least One Matched Pair	% Making Gains	% Completing Level	% with at least One Achievement
Total:	0	0	0.00%	0.00%	0.00%	0.00%	0.00%

English as a Second Language and Citizenship

Performance of Students Retained for at least 12 hours and with a Pre-Test

Educational Functioning Level at Entry	Number of Students	Mean Hours Attended	% of Available Instruction Used	% with at least One Matched Pair	% Making Gains	% Completing Level	% with at least One Achievement
Beginning Literacy	1	34	47.22%	0.00%	0.00%	0.00%	0.00%
Low Beginning	2	74	38.74%	50.00%	50.00%	50.00%	50.00%
High Beginning	1	50	30.86%	0.00%	0.00%	0.00%	0.00%
Low Intermediate	8	42	34.72%	12.50%	12.50%	12.50%	0.00%
High Intermediate	9	55	39.49%	77.78%	44.44%	44.44%	44.44%
Advanced	3	72	50.94%	66.67%	0.00%	0.00%	66.67%
Total:	24	53	39.21%	45.83%	25.00%	25.00%	29.17%

Adult High School Credit Diploma Program

Performance of Students Retained for at least 12 hours

Educational Functioning Level at Entry	Number of Students	Mean Hours Attended	% of Available Instruction Used	% Earning at Least 4 Credits	% Completing Level
Students with < 11 credits	19	111	48.56%	10.53%	0.00%
Students with 11 or more credits	43	166	64.22%	6.98%	11.63%
Total:	62	149	59.84%	8.06%	8.06%

National External Diploma Program

Performance of Students Retained for at least 12 hours

Educational Functioning Level at Entry	Number of Students	Mean Hours Attended	% Completing at least 3 Tasks	% Completing Level
Total:	0	0	0.00%	0.00%

Supplemental Information

Percent Functioning Below Intermediate Level at Entry

Retesting R **Making**

English as a Second Language 63% 97%

Percent Functioning Below Adult Secondary Level at Entry

Reading **Math**

Adult High School Credit Diploma Program 60% 89%

General Educational Development 44% 89%

Retention Summary

Program Area	Attendance	Students	Students with Pre Test
ABE/GED (Combines ABE and GED)	1+ Hours	14(100%)	1(7%)
	12+ Hours	9(64%)	0(0%)
ESL (Combines ESL and Citizenship)	1+ Hours	47(100%)	29(62%)
	12+ Hours	37(79%)	25(68%)
Credit Diploma Program	1+ Hours	63(100%)	N/A
	12+ Hours	62(98%)	N/A

Performance by Skill Area

	Students with Pre and Post Test Scores	% Making Gains
Listening	12	50%

State Goal for Students with Pre test and 12 Hours is 90%.

Total CDP Credits Awarded (CDP Programs Only)

	Classroom Curriculum Packet	Independent Study	Documentation Credit	Total
English	28.50			28.50
Math	15.25			15.25
Science	0.00	0.50		0.50

Staff Information

Program Area	Number of Staff
Citizenship	1
ABE	0

Science	0.00	0.50	0.50	ESL	4	
Social Studies - Civics	4.50		4.50	GED	1	
Social Studies - US History	6.00		6.00	CDP	14	
Voc Ed / Art	0.00		0.00	NEDP	0	
Electives	40.25		1.00	41.25	Counselors	3
Total:	94.50	0.50	1.00	96.00		

GED Test Summary

	Taking Entire Test	Passed	Passed with Honors	No Show	Failed	Incomplete
Prepared in New Milford Adult Education	0	0	0	1	0	0
Total:	0	0	0	1	0	0

Total Diplomas Awarded

Hours Attended	Credit Diploma	External Diploma	CT GED	Provider Reported GED
Under 12	0	0	1	0
12 or More	5	0	0	0
Total:	5	0	1	0

Data Date :
4/10/2012

Filters Used :
Hours of Attendance : (12PLUS) High School Code : (ALL) City of Residence : (ALL)

Printed on
4/10/2012

Connecticut State Department of Education
Addendum to Agreement for Child Nutrition Programs (ED-099)
Healthy Food Certification Statement

Section 1 – Background

Section 10-215e of the Connecticut General Statutes directs the Connecticut State Department of Education (CSDE) to develop and publish nutrition standards for food items offered for sale to students at school separately from reimbursable meals sold as part of the National School Lunch Program and School Breakfast Program. Section 10-215f requires that participants in the National School Lunch Program, including each local and regional board of education, regional educational service center, the Connecticut Technical High School System and the governing authority for each state charter school, interdistrict magnet school and endowed academy, must certify each year in its annual application to the CSDE whether all food items made available for sale to students will meet the nutrition standards. Section 10-215b further provides additional funding to National School Lunch Program participants who annually certify compliance with the Connecticut Nutrition Standards.

Section 2 – Certification Statement

► ***Must be completed by all Connecticut public school districts that participate in the National School Lunch Program.***

On behalf of the New Milford Board of Education _____ and
(Name of the Board of Education or Governing Authority)

pursuant to section 10-215f of the Connecticut General Statutes, I hereby certify that all food items offered for sale to students in the school(s) under our jurisdiction, and not exempted from the Connecticut Nutrition Standards published by the Connecticut State Department of Education, *(select appropriate box)*

will *(must complete Sections 3 and 4 on page 2)*

will not *(sign below and return form)*

meet said standards during the period of **July 1, 2012 through June 30, 2013**. Such 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, whether or not school sponsored.

**Local or Regional Board of Education or
Governing Authority**

Signature: _____ **JeanAnn C. Paddyfote** _____
(Signature of the Authorized Representative) *(Printed Name of the Authorized Representative)*

Superintendent of Schools _____
Title (Superintendent of Schools, President or Chairperson of the Board)

May 8, 2012 _____
Date of Authorization

Section 3 – Exemption Statement

► *To be completed only by districts opting for the healthy food certification, i.e., those districts that checked “will” in Section 2.*

Pursuant to section 10-215f of the Connecticut General Statutes, I hereby acknowledge that the board of education or governing authority, *(select appropriate box)*

- will**
 will not

exclude from certification food items that do not meet the Connecticut Nutrition Standards, provided that (1) such food is sold in connection with an event occurring after the end of the regular school day or on the weekend, (2) such sale is at the location of the event, and (3) such food is not sold from a vending machine or school store.

Section 4 – Amendment to Agreement for Child Nutrition Programs (ED-099)

► *To be completed only by districts opting for the healthy food certification, i.e., those districts that checked “will” in Section 2.*

Pursuant to section 10-215f of the Connecticut General Statutes, the Agreement for Child Nutrition Programs (ED-099) with

New Milford Board of Education

(Name of the Board of Education or Governing Authority)

is hereby amended to include the above certification statement of compliance with the Connecticut Nutrition Standards and application for funding related to those standards. This addendum covers the period from **July 1, 2012 through June 30, 2013.**

**Local or Regional Board of Education or
Governing Authority**

Signature: _____ **JeanAnn C. Paddyfote**
(Signature of the Authorized Representative) *(Printed Name of the Authorized Representative)*

Superintendent of Schools _____ **May 8, 2012**
Title (Superintendent of Schools, President or Chairperson of the Board) *Date of Authorization*

FOR STATE USE ONLY • DO NOT SIGN BELOW THIS LINE

Connecticut State Department of Education

Signature: _____ **Brian Mahoney**
(Signature of State Agency Representative) *(Printed Name of State Agency Representative)*

Chief Financial Officer _____
Title *Date*

The State of Connecticut Department of Education is committed to a policy of equal opportunity/affirmative action for all qualified persons. The Department of Education does not discriminate in any employment practice, education program, or educational activity on the basis of race, color, religious creed, sex, age, national origin, ancestry, marital status, sexual orientation, gender identity or expression, disability (including, but not limited to, intellectual disability, past or present history of mental disorder, physical disability or learning disability), genetic information, or any other basis prohibited by Connecticut state and/or federal nondiscrimination laws. The Department of Education does not unlawfully discriminate in employment and licensing against qualified persons with a prior criminal conviction. Inquiries regarding the Department of Education's nondiscrimination policies should be directed to: Levy Gillespie, Equal Employment Opportunity Director/American with Disabilities Act Coordinator, State of Connecticut Department of Education, 25 Industrial Park Road, Middletown, CT 06457, 860-807-2101, Levy.Gillespie@ct.gov.

District Contact and Information Sheet for 2012-13 Healthy Food Certification

This form must be completed by all public school districts that choose to implement healthy food certification (HFC) under Section 10-215f of the Connecticut General Statutes (CGS). Contact information is used to generate mailing lists and e-mail groups to provide districts with important information regarding HFC implementation. Submit the completed form to the Connecticut State Department of Education with the district's Healthy Food Certification Statement by **July 1, 2012**.

Please type or print clearly and provide complete contact information for items 1 through 8.

School District: New Milford Public Schools ED-099 Agreement Number: 0096cc

1. Designated District Contact Person for Healthy Food Certification*

Name: Sandra Sullivan Title: Director of Food Service
E-mail: sullivanasa@newmilfordps.org Phone: (860) 354-3712
Mailing Address: 22 Hipp Road
City: New Milford State: CT Zip Code: 06776

* The district contact person is the point person identified by the district for coordinating the implementation and monitoring of healthy food certification under Section 10-215f of the Connecticut General Statutes. This person will field questions, organize trainings and contact the CSDE for assistance when necessary. The district may consider utilizing the team leader for School Wellness Policy in this capacity. For more information, see *Responsibilities of District Contact Person for Healthy Food Certification*.

2. District Superintendent

Name: Dr. JeanAnn C. Paddyfote Title: Superintendent
E-mail: paddyfotej@newmilfordps.org Phone: (860) 355-8406
Mailing Address: 50 East Street
City: New Milford State: CT Zip Code: 06776

3. District School Food Service Director

Name: Sandra Sullivan Title: Director of Food Service
E-mail: sullivanasa@newmilfordps.org Phone: (860) 354-3712
Mailing Address: 22 Hipp Road
City: New Milford State: CT Zip Code: 06776

4. District Business Manager

Name: Gregg Miller Title: Director of Fiscal Services
E-mail: millerg@newmilfordps.org Phone: (860) 354-8726
Mailing Address: 50 East Street
City: New Milford State: CT Zip Code: 06776

◀ Continued on Next Page ▶

District Contact and Information Sheet, continued

5. Does your school district provide lunches through a CSDE-approved Interschool Agreement to another school outside of your school district, e.g., another public school district, charter school, interdistrict magnet school or an endowed academy?

No Yes ► List the school(s) that have indicated on the Interschool Agreement that they will comply with healthy food certification under CGS Section 10-215f. Provide complete contact information for each school. Attach additional pages as necessary.

Name of School	Address	Town	State	Zip	Contact Person
					Name: _____
					Title: _____
					E-mail: _____
					Phone: () -
					Name: _____
					Title: _____
					E-mail: _____
					Phone: () -
					Name: _____
					Title: _____
					E-mail: _____
					Phone: () -

6. For each entity listed in Question 5 above, does your school district have an approved Interschool Agreement** on file with the Connecticut State Department of Education (CSDE)?

No Yes

** If a public school contracts to provide lunches to another public school district, charter school, interdistrict magnet school or endowed academy, these lunches *may* be included in the total number of lunches upon which funding is based if the recipient school certifies on the CSDE interschool agreement that they will comply with healthy food certification under Section 10-215f of the Connecticut General Statutes. To count the recipient school's lunches, an updated, signed and approved Interschool Agreement must be on file with the CSDE. For a sample interschool agreement, see the CSDE Web site ([Forms for School Nutrition Programs](#)).

7. Does your school district operate a school store or similar school-based enterprise that sells food or beverages to students?

No Yes ► Provide the contact information for the person responsible for the school store, e.g., teacher advisor.

Name of School _____
 Store Contact: Deborah Knipple Title: Teacher
 E-mail: knippled@newmilfordps.org Phone: (860) 350-6647
 Mailing Address: 388 Danbury Road
 City: New Milford State: CT Zip Code: 06776

8. Does your school district operate a culinary arts program that sells food or beverages to students?

No Yes ► Provide the contact information for the person responsible for the culinary program.

Name of Culinary Arts Contact: _____ Title: _____
 E-mail: _____ Phone: () -
 Mailing Address: _____
 City: _____ State: _____ Zip Code: _____

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NEW MILFORD PUBLIC SCHOOLS

Office of the Assistant Superintendent

50 East Street

New Milford, Connecticut 06776

(860) 354-3235 FAX (860) 210-2643



Maureen E. McLaughlin, Ph. D.
Assistant Superintendent of Schools

April 13, 2012

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

Dear Dr. Paddyfote:

I have received a request from one of our employees for her son to attend New Milford High School as a freshman in the fall as a tuition student. I met with the young man and his mother yesterday.

He is currently an eighth grade student at Shepaug Valley Middle School with A/A+ grades in all his course work. He is involved with lacrosse, basketball, soccer, and track. He won the geography bee last year and was runner-up this year. This year he was the first student in Regional School District #12 to take Le Grande Concourse, a French assessment. He is teaching himself Italian with the Rosetta Stone.

According to policy 3240(b), a certified staff member whose child has been admitted to the New Milford Public Schools shall pay 50% of the established tuition rate in advance. The mother is aware of this and is willing to pay.

It is my recommendation that we allow this young man to attend our high school.

Yours truly,

Maureen E. McLaughlin, Ph.D.



Memo

To: Dr. JeanAnn Paddyfote
From: Greg Shugrue
Date: April 26, 2012
Re: Request for Tuition Student

This memo is in reference to Dr. McLaughlin's letter dated April 13, 2012 regarding the request for a tuition student to attend New Milford High School as a freshman beginning in the fall of 2012.

Projected enrollment for the Freshman Class for August 2012 does allow room for this student to attend. If approved, the student must complete all required registration materials through our Guidance department before entry.

New Milford 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.

CONNECTICUT STATE DEPARTMENT OF EDUCATION (CSDE)

EDUCATIONAL TECHNOLOGY PLAN TEMPLATE

July 1, 2012 – June 30, 2015



ED 616

Section 254(h)(1)(B), of the Telecommunications Act of 1996, and FCC Order 97-157, Paragraph 573
Elementary and Secondary Education Act (ESEA) 20 U.S.C. § 6777

Published: November 2011
Submissions to Regional Educational Service Centers (RESCs) for Review due by March 30, 2012
Submission to CSDE due June 15, 2012

CONNECTICUT STATE DEPARTMENT OF EDUCATION

**Commissioner of Education
Stefan Pryor**

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Educational Technology Plan Approval Process

The CSDE and RESC Alliance have updated the Educational Technology Plan template to reflect school district needs and closely align to the National Educational Technology Plan. Please read the educational technology plan process and refer to the evaluation section that lists some of the elements of an exemplary plan (see Appendix B). Please follow the steps below so that your plan can be reviewed and approved. Your RESC contact is listed within the template and is ready to help you plan if you require assistance. Appendix A also has resources for you to use to help complete your Educational Technology Plan.

1. **Educational Technology Plan:** Complete the plan using the template provided.
2. **RESC Review*:** Send a draft of the completed plan to the RESC staff listed below for your RESC region. This person will be your contact for an initial review and will facilitate the process. Please submit your initial draft by Friday, March 30, 2012.
3. **Revisions:** Your RESC contact will provide recommendations for the final steps of the process.
4. **Superintendent/Director signature:** Your plan needs to be signed by your Superintendent or Director on the four signature lines listed below.
 - a. Cover Page (page 4)
 - b. Technology Plan Preparation Check-Off (page 5)
 - c. LEA Federal Grant Program Compliance Form (page 6)
 - d. Children's Internet Protection Act (CIPA) Certification (page 18)
5. **Board of Education Approval:** Upon receipt of Superintendent/Director's signature, submit the plan to your local board for approval.
6. **Final Approval:** Send the signed and Board-approved original hard copy along with an electronic copy on CD before Friday, June 15, 2012, to: Cathy Bradanini, Connecticut LEA Educational Technology Plans, LEARN, 44 Hatches Hill Road, Old Lyme, CT 06371.
7. **Final Check:** The final plan will be initialed by the RESC contact and forwarded to CSDE.
8. **Certification:** Upon review and approval by the CSDE, a letter of state certification will be sent by the CSDE to the LEA Superintendent/Director.

* The RESC reviewer's task is not to evaluate your technology plan but to check it for completeness and alignment with the template's requirements.

RESC Region	Staff	Phone	Address	Email
ACES	Howard Gunther	203-407-4416	ACES 205 Skiff Street Hamden, CT 06517	hgunther@aces.org
CES	Esther Bobowick	203-365-8883	CES 40 Lindeman Drive Trumbull, CT 06611	bobowice@ces.k12.ct.us
CREC	Doug Casey	860-524-4092	CREC 111 Charter Oak Avenue Hartford, CT 06106	dcasey@crec.org
EASTCONN	Jane Cook	860-455-0707	EASTCONN 376 Hartford Turnpike Hampton, CT 06247	jcook@eastconn.org
Education Connection	Jonathan Costa	860-567-0863	Ed Connection 355 Goshen Road Litchfield, CT 06759	costa@educationconnection.org
LEARN	Verna Sodano-Richards	860-434-4800 ext. 367	LEARN 44 Hatches Hill Road Old Lyme, CT 06371	vsodano@learn.k12.ct.us

Cover Page

EDUCATIONAL TECHNOLOGY PLAN – July 1, 2012-June 30, 2015

District/Agency:	New Milford Public Schools	
LEA Code:	096	
Educational Technology Plan Contact:	Daniel DiVito	
Phone:	860-210-2615 x42	
Fax:	860-210-4157	
E-mail:	divitod@newmilfordps.org	
Address:	50 East St., New Milford, CT 06776	
Name of Superintendent or Director:	Dr. JeanAnn C. Paddyfote	
E-mail:	paddyfotej@newmilfordps.org	
Signature of Superintendent or Director:		Date:
Date Submitted to Board of Education:		
Date Approved by Board of Education:		

For RESC/SDE Use Only:

RESC Regional Reviewer:		Date: 4/5/12
RESC Recommendation for Approval:	Yes / No / Conditional	Date: 4/5/12
CSDE Authorization:		Date:

Preparation Check-Off Page

The submitted plan has the following:

- ✓ Cover Page
- ✓ Educational Technology Plan Preparation Check-Off Page
- ✓ LEA Federal Grant Program Compliance Form
- ✓ LEA Profile
- ✓ Educational Technology Planning Committee
- ✓ Vision Statement
- ✓ Needs Assessment
- ✓ Goal 1
- ✓ Goal 2
- ✓ Goal 3
- ✓ Goal 4
- ✓ Goal 5
- ✓ Children's Internet Protection Act (CIPA) Certification
- Optional Reporting*

** The LEA is encouraged to complete a technology funding source list and budget to submit with the technology plan.*

Signature of Authorized LEA Agent

Date

LEA Profile

LEA NAME: New Milford Public Schools

This information should provide a "snapshot" of your district and help planners and reviewers to understand areas of need. This information will also assist the CSDE to establish priorities in the provision of resources to districts. The CSDE is particularly interested in the capability that each LEA has to access resources that will be placed onto the Connecticut Education Network (CEN). The new questions about technological literacy and professional development are asked as a result of additional federal reporting requirements.

<i>Educational Technology Literacy</i>	
Questions	Your District's Numbers
During the 2010-11 school year, how many Grade 8 students were evaluated for technological literacy based on your district's standards?	0%
How many of those students were considered technologically literate based on that evaluation?	N/A
How many hours of technology-related professional development (PD) were offered to certified educators in 2010-11, including workshop hours that are offered to all of your educators (both teachers and administrators)? These sessions may be online and may include full-day or partial-day sessions provided by RESC personnel. Although both mentoring and coaching are considered very effective methods of offering PD, do not include any of those hours.	125
How many hours of technology-related professional development were offered to administrators in 2010-11? Count only those PD hours offered specifically for administrators.	125
In Grades K-8 what fraction of your certified staff does your district consider technologically literate? The fraction's denominator should reflect the actual number of professional K-8 staff. For example, if out of 120 certified staff, 110 are considered technologically literate, the answer would be 110/120.	111/247
In Grades 9-12, what fraction of your certified staff does your district consider technologically literate? The fraction's denominator should reflect the actual number of professional 9-12 staff.	63/116

<i>Policies</i>
<p>How often are your Acceptable Use Policy (AUP) and other technology-related policies updated (Please check one below)?</p> <p> <input type="checkbox"/> Every year <input type="checkbox"/> Every other year <input checked="" type="checkbox"/> At least every three years <input type="checkbox"/> Other: _____ </p> <p>Insert a link to your district's AUP below if it is stored on the Web:</p> <p>http://www.newmilfordps.org/site/files/6141.321.pdf</p>

Online Assessments

When filling out the table below, please consider the following conditions:

- The number and percentage of students at each grade level that can have high-speed Internet access at the same time.
- The students are grouped in clusters of no more than 30 and no less than 10 students.
- The students remain in their own school.

The maximum number of Grade 4 students who could be accommodated under the above conditions.	105
The percentage of Grade 4 students who could be accommodated under the above conditions (number accommodated/total number of Grade 4 students).	28%
The maximum number of Grade 6 students who could be accommodated under the above conditions.	110
The percentage of Grade 6 students who could be accommodated under the above conditions (number accommodated/total number of Grade 6 students).	30%
The maximum number of Grade 8 students who could be accommodated under these conditions.	125
The percentage of Grade 8 students who could be accommodated under the above conditions (number accommodated/total number of Grade 8 students).	36%
The maximum number of Grade 10 students who could be accommodated under the above conditions.	281
The percentage of Grade 10 students who could be accommodated under the above conditions (number accommodated/total number of Grade 10 students).	71%

Planning Committee

The Educational Technology Planning Committee should represent all stakeholders. Development of the educational technology plan and implementation of the plan should enable parents, educators, students and community members to benefit from the investment in technology and all should have representation on the committee.

Member	Title	Constituency Represented
Daniel DiVito	Director of Technology	Technology, Administration
Dr. Maureen McLaughlin	Asst. Supt.	Instructional, Administration
Greg Shugrue	Principal	Administration
Josh Elliott	Teacher	High School
David Bilmes	Teacher	Middle School, Media Specialists
Linda Scoralick	Teacher	High School,
J.T. Schemm	Teacher	High School
Kelly Harris	Teacher	Assistive Technology
Kelly Duncan	Teacher	High School
Maryanne Shaffer	Paraeducator	High School
Jeff Ferguson	Teacher	Middle School
Todd Miltimore	Teacher	Elementary, Media Specialists
Daniel Nichols	BOE Member	Board of Education, Community
Donna Molinaro	Teacher	Elementary
Angela Chastain	Parent	Parent
Jane Cornelis	Secretary	Secretary
Kim Foss	Teacher	Middle School
Virginia Landgrebe	Teacher	High School
Eric Conklin	Tech I	Technology
Wendy Terlaga	Tech I	Technology
James Machie	Tech II	Technology
Wendy Faulenback	BOE Member	Board of Education, Community
Jo Gallagher	Teacher	Elementary
Karen Hartle	K-6 Literacy Coach	Elementary
Nicole Gregory	Tutor	Elementary
Jill Bracksiek	K-6 Math Coach	Elementary
Cheryl Morosco	7-12 Literacy Coach	Middle School, High School

The Committee must:

- *Write a description of the educational technology committee's role in developing, implementing and evaluating the technology plan. This description should include how committee members were selected and the role each is expected to play. Tentative plans for scheduling meetings for the next school year should also be included.*
- *Describe the evaluation strategies (e.g., interviews, questionnaires, classroom observations, teacher-driven action research projects, analysis of student products or scores) that will be used to provide the data needed to address your evaluation questions.*
- Create the LEA's educational technology vision statement.
- Develop an educational technology needs assessment.

Vision Statement

The New Milford Public Schools is dedicated to ensuring that all students master how to responsibly and ethically access, create, share, and analyze information in the digital age, while developing the 21st century skills necessary to become lifelong learners.

Needs Assessment

In this section, you are to assess and describe your LEA's **current educational technology status** in five categories: curriculum integration, professional development, equitable use of educational technology, infrastructure and telecommunications services and administrative needs.

Curriculum Integration

- When evaluating your needs, consider:
 - current curriculum strengths and weaknesses and the process used to determine these strengths and weaknesses;
 - how curriculum strategies are aligned to state standards;
 - current procedures for using technology to address any perceived curriculum weaknesses;
 - how teachers integrate technology into their lessons - including ways technology is presently used for entire classroom and for small group instruction; and
 - how students use technology - including ways students presently use technology for purposes beyond practice of skills.

Technology is integrated through lessons outlined in the curricula. Teachers are encouraged to add their own technology rich projects, and to share them with colleagues. Students use word processing, spreadsheets, presentation tools including video and audio to enhance lessons. Web sites are utilized to support classroom activities, view demonstrations, and for research purposes.

Curriculum is updated on a five year cycle.

Every teacher has a classroom computer. Most technology based lessons take place in computer labs.

The school system has implemented a systematic process of purchasing and installing electronic whiteboards. By the end of the 2012-2013 school year, 99% of K-8 classrooms and 50% of 9-12 classrooms will have an electronic whiteboard. The use of whiteboards continues to grow and contribute to a positive educational experience for teachers and students.

Professional Development

- When evaluating your needs, consider:
 - the process the LEA uses for assessing the technology PD needs of teachers, administrators and noncertified staff;
 - the technology PD activities that have been offered to teachers; and
 - how the effectiveness of the PD activities will be assessed.

Staff surveys are done to determine strengths and weaknesses in regards to proficiency with technology that is currently used in the district. Professional Development committees will use survey data to create appropriate and relevant training aligned with the district's strategic plan goals. Three full days of professional development now exist in the academic calendar. At the primary level, two early release days are used for training and/or curriculum development. Secondary level is given four early release days.

All workshops awarding CEU's for training require an assessment of the workshop's effectiveness in terms of presentation and the participants' ability to apply the information and skills covered in the workshop.

A summary of technology professional development offered to staff includes web page creation, using and integrating spreadsheets, word processing, presentation software, electronic whiteboards and associated equipment. There have been sessions on effective use of the Internet for instruction, pod casts, blogs, using audio and video in the classroom, advanced email features, and the use of the IEP management system.

Staff members are also able to take adult education classes at no charge, and often attend workshops put on by other organizations throughout the year.

Equitable Use of Educational Technology

- When evaluating your needs, consider:
 - the availability of technology to students and staff in the district – all students should have equal access to the technology;
 - the amount of time available for the use of technology by students and staff; and
 - a description of the types of assistive technology tools that are provided for students with disabilities, where necessary/applicable.

*****Technology resources include one computer in the classroom, these have been upgraded over the last three years. Most technology activities take place in computer labs of which there is one in each K-3 school, three for grades 4-6, three for grades 7-8, and nine for grades 9-12. Additionally, the intermediate school (grades 4-6) is piloting use of a 30 unit laptop lab. Data projectors are available in labs in grades K-8 and on a shared basis for classrooms. In the high school, data projectors are available on a shared basis by department and permanently mounted in 4 labs. White boards are now being tested on a limited basis in the high school and middle school. All schools have at least three computers in the Library Media Center with the schools covering grades 4-12 having 8 or more computers. The middle and high school have computer labs within their library media centers.

In the elementary schools, grades K-3, the computer labs are scheduled on an equal basis with frequency determined by grade level. At the intermediate and middle school levels, time is allotted by team or grade level and teachers sign up for the time they need. At the high school, scheduling is teacher or subject dependent. Lab use is divided by subject area and the software is customized for that subject area.

Special needs students have access to the same resources as regular students. Assistive technology is used when required. Some students are given laptops which are moved from class to class. Other types of assistive technology includes special keyboards and pointing devices, touch screens, and specialized software: text to speech, reading and comprehension, symbol software, and skill development software. Specialized devices such as the Wii game console are also used in certain situations.

The following matrix may be used to determine the extent technology is available to staff.

	Please include information about the type and availability of staff access both on and off campus.
Administrators	All administrators have their own desktop computers with shared access to a limited number of laptops. All have dedicated space on servers to store their files. Most have dedicated printers and access to work group printers
Teachers (preschool)	1 classroom computer; shared access to printers, scanners and digital cameras. All have dedicated storage space on servers for their files.
Teachers	1 classroom computer; shared access to printers, scanners and digital cameras. All have dedicated storage space on servers for their files.
Noncertified staff	Have a dedicated computer if their job requires it; classroom support and maintenance staff have access to shared computers; printers are shared.

The following matrix may be used to determine the extent technology is available to students.

	Please include information about availability in classrooms, the library-media center and all other areas where students have access. Mention the extent of supervised access before and after school.
Students (preschool)	Classroom computer; shared printer
Students (elementary)	Classroom computer, shared printing; computer access in lab and LMC. Intermediate School has mobile computer lab. Limited before school access. Each student has individual file space on server.
Students (middle school)	Classroom computer, shared printing; computer access in lab and LMC. Students are able to use library computers after school each day. There is some use before school begins and after school until 3pm. Each student has Individual file space on server
Students (high school)	Classroom computer, shared printing; computer access in labs and LMC. Computers in LMC are available until 3pm. Each student has Individual file space on server.
Students (with disabilities)	Some have dedicated laptops. Most have additional classroom computers and/or access to computers shared with other students. . Each student has Individual file space on server

Infrastructure and Telecommunications

- When evaluating your needs, consider:
 - the current technology infrastructure of each school in your district - explaining the type of data and video networking and Internet access that is available;
 - the effectiveness of the present infrastructure and telecommunication services that have been provided by the district; and
 - how E-Rate has allowed the district to improve or increase its technology infrastructure.

Each school has a gigabit fiber optic backbone with 100MB connections to the desktop. All classrooms have at least two data outlets, and almost all rooms which have computers are connected to the data network. All schools have at least two data closets connected to the main closet by fiber optics. The K-3 and middle schools received new data switches in 2008, and the high school received new switches in early 2009. There is spare fiber capacity between closets which can be used to increase bandwidth if needed. All district switches are now able to be managed, and newer switches have quality of service capabilities. Gigabit connections are used to connect servers where capability allows.

Enterprise Wireless Infrastructure has been installed district-wide as of 2011.

Elementary schools have one server local to their building. The middle school has two servers and the high school has 3 servers. Servers are upgraded as needed and replaced approximately every five years. Servers are used primarily for file and print sharing. Data storage capability has been sufficient for the life of the servers. Servers are backed up nightly.

The district uses a leased, dedicated fiber network for its wide area network, and receives Internet access through the Connecticut Education Network which provides a fiber optic connection. This has provided ample bandwidth for Internet access and intranet services such as email. The network is robust enough for video use.

Telephone systems have been replaced and expanded in three primary schools and the middle school. Classrooms in these four buildings now have telephone extensions and voice mail to improve staff efficiency, safety and security.

In addition to the video capability of the data network, three schools are wired for traditional video with coax cable. The high school uses the video network to distribute announcements to public locations. The school system also operates a local cable channel which provides coverage of district events and information.

The district has been able to upgrade network resources -- servers and bandwidth -- to meet demand. Bandwidth is sufficient to meet current and planned needs.

E-rate has enabled the district to upgrade to the fiber optic backbone and the provision of the Connecticut Education Network. E-rate funds have also enabled the district to maintain funding in other technology areas such as improvement in its website, greater use of cell phones, and an expansion in telephone service required when the district installed telephone systems to each classroom.

Administrative Needs

- When evaluating your needs, consider:
 - how do administrative (certified and noncertified) staff use technology, including accessing data for decision-making, student information system reporting, communication tools, information gathering, and recordkeeping; and
 - the professional development opportunities that are available to administrative staff.

In addition to word processing, spreadsheets, and presentation software, administrative use of technology includes the student management system, nursing software, financial software, and email. Attendance is done through software in the intermediate, middle, and high schools. Those same schools use electronic grades books. Electronic report cards are used in the middle and high schools. The student management system also is used for managing discipline referrals in the intermediate, middle, and high schools. All schools have the capability to send information to parents and students using email. In the middle and high schools this includes progress reports and report cards.

The student management system is also used to provide selected data on students to the Connecticut PSIS system. It also ties into an online application used for the development and management of IEP's for special education students. It is also used to manage students who have been placed out of district.

Data-driven decision making has been introduced to the district. Test data provided by the State is accessed online, and is a key source of data for this project.

Email has taken on more importance in the past 3 years. All staff members have email accounts provided by the district. When not on the school network the email system is accessible over the Internet through a web browser (no special software is needed). An email module for the student management system was added two years ago, allowing easier communication with parents, as noted above.

The district launched a new unified website which offers more information in a standardized format. It has improved access to information and interactive services to parents and the community. The Superintendent publishes an electronic newsletter every month during the school year, which is emailed to interested members of the community.

The administration also makes use of the educational cable channel to broadcast meetings of the Board of Education on a monthly basis, and other information important to the community.

Administrative staff participate in professional development open to other staff. In addition training on the student management system has been provided. Secretarial staff members attend monthly meetings which include training on systems they use.

Plan Implementation

LEA Technology Goals and Strategies

The LEA educational technology plan should be aligned to the National and State Educational Technology Plans and include the following State Goals. The LEA may include any additional goals that apply to their educational technology plan.

Goal 1: Engaging and Empowering Learning Experiences

Goal 2: Assessment

Goal 3: Connected Teaching and Learning

Goal 4: Infrastructure for Teaching and Learning

Goal 5: Productivity and Efficiency

Goal 1: Engaging and Empowering Learning Experiences

National Educational Tech Plan	State Educational Tech Plan
<p>1.0 Learning: Engage and Empower <i>All learners will have engaging and empowering learning experiences both in and out of school that prepare them to be active, creative, knowledgeable and ethical participants in our globally networked society.</i></p>	<p>Goal 1: Engaging and Empowering Learning Experiences <i>All learners will have engaging and empowering learning experiences both inside and outside of school that prepare them to be active, creative, knowledgeable and ethical participants in our globally networked society.</i></p>
<p><i>What will your district do over the life of this local Educational Tech Plan to ensure that learning experiences are empowering, engaging and supported by digital tools?</i></p>	

Action Plan for Goal Area 1

What Steps Will You Take?	Who Will Be Responsible?	When (be specific, e.g., by 10/1/13)?	How will you measure?
Create a committee to investigate the possibility of a tiered capstone/digital portfolio experience with benchmarks for students in elementary, intermediate, middle, and high school.	Assistant Superintendent/Director of Technology	June 30, 2012	Committee will be formed
Investigate the possibility of a tiered capstone/digital portfolio experience with benchmarks for students in elementary, intermediate, middle, and high school.	Committee created for this purpose	June 30, 2013	Committee report
Analyze results of surveys and inventories (goal 3)	Technology Committee/Committee created to look into capstone/digital portfolio	March 2013/Ongoing	Report prepared to summarize findings/outline next steps

Goal 2: Assessment

National Educational Tech Plan	State Educational Tech Plan
<p>2.0 Assessment: Measure What Matters <i>At all levels, our education system will leverage the power of technology to measure what matters and use assessment data for continuous improvement.</i></p>	<p>Goal 2: Assessment <i>At all levels, our education system will leverage the power of technology to measure what matters and use assessment data for continuous improvement.</i></p>
<p>What will your district do over the life of this local Educational Tech Plan to ensure that technology is used for assessment?</p>	

Action Plan for Goal Area 2

What Steps Will You Take?	Who Will Be Responsible?	When (be specific, e.g., by 10/1/13)?	How will you measure?
District will invest in student response systems that can be used in the classrooms in conjunction with existing technologies. (example: SMART response systems)	<ul style="list-style-type: none"> Administration I.T. Department Department Chairpersons 	2012-2013	Inventory
District will adopt an electronic test building system that can be used by teachers to generate assessments. (example: Examview)	<ul style="list-style-type: none"> I.T. Department Department Chairpersons 	Sept. 2012-Ongoing	Evidence of systems in place
District will utilize a course management system for student assessment, data storage, and analysis. (example: Moodle)	<ul style="list-style-type: none"> I.T. Department 	2015	Circulation statistics

Goal 3: Connected Teaching and Learning

National Educational Tech Plan	State Educational Tech Plan
<p>3.0 Teaching: Prepare and Connect <i>Professional educators will be supported individually, and in teams, by technology that connects them to data, content, resources, expertise and learning experiences that enable and inspire more effective teaching for all learners.</i></p>	<p>Goal 3: Connected Teaching and Learning <i>Professional educators will be supported individually, and in teams, by technology that connects them to data, content, resources, expertise and learning experiences that can empower and inspire them to provide more effective teaching for all learners.</i></p>
<p>What will your district do over the life of this local Educational Tech Plan to ensure that educators are prepared to teach 21st Century learners and are connected to technology resources that support teaching and learning?</p>	

Action Plan for Goal Area 3

What Steps Will You Take?	Who Will Be Responsible?	When (be specific, e.g., by 10/1/13)?	How will you measure?
Assess technology (hardware and software) that is available in each school by department and school	IT department	September and June	strategic school profile inventory
Assess skill level of staff	IT department and administration	September	Skill test which will be administered after a practice session on programs like Moodle.(review current tests already in use to see if they can be adapted to fit our needs)
Assess what software and hardware staff is utilizing currently	Department Chair or Head Teachers or Team Leaders through IT survey	Beginning of school year and/or at the beginning of new software being introduced	Survey through Survey Monkey
Develop PD that targets needs and usage patterns as well as to bolster/upgrade skill levels. These can be done at flexible times as they may be done online in teacher's classroom, at home or during a dept meeting or for part of staff meeting	Professional workshops conducted by colleagues and software reps, online software generated help tutors	ongoing each month, staff meetings possibly	Skill test which will be administered. (See #2) and online formative assessment
Assess what the students are using on their own.	IT department	At the beginning or end of each school year	Survey or questionnaire

Goal 4: Infrastructure for Teaching and Learning

National Educational Tech Plan	State Educational Tech Plan
4.0 Infrastructure: Access and Enable All students and educators will have access to a comprehensive infrastructure for learning, when and where they need it.	Goal 4: Infrastructure for Teaching and Learning All students and educators will have access to a comprehensive infrastructure for learning, when and where they need it.
What will your district do over the life of this local Educational Tech Plan to ensure that all students and educators will have access to a comprehensive infrastructure for teaching and learning?	

Action Plan for Goal Area 4

What Steps Will You Take?	Who Will Be Responsible?	When (be specific, e.g., by 10/1/13)?	How will you measure?
Create an Intranet to be used to store all licenses, policies, procedures pertaining to software & equipment	IT Department	9/1/12	Website will be live and staff will be made aware in school year introductory letters
Audit all software and hardware currently in place district wide	IT Department	6/1/13	Every piece of software and hardware will be listed in the inventory database
Continually Audit software and hardware as it is purchased and installed in the district	IT Department	Ongoing	Maintain an updated database of software and hardware
Create and maintain a centralized repository and sharing location of educational resources	IT Department	9/1/12	Teachers will have full access to shared resources
Establish a sustainable, secure, compliant, robust, and reliable IT infrastructure	IT Department	Ongoing	Provide consistent system availability
Enhance student success by providing "anywhere, anytime" access to learning tools and resources our students and staff require to succeed.	IT Department	7/1/15	Availability of the diverse resources to students and staff

Goal 5: Productivity and Efficiency

National Educational Tech Plan	State Educational Tech Plan
<p>5.0 Productivity: Redesign and Transform <i>At all levels, our education system will redesign processes and structures to take advantage of the power of technology to improve learning outcomes while making more efficient use of time, money and staff.</i></p>	<p>Goal 5: Productivity and Efficiency <i>At all levels, our education system will redesign processes and structures to take advantage of the power of technology to improve learning outcomes while making more efficient use of time, money and staff.</i></p>
<p><i>What will your district do over the life of this local Educational Tech Plan to maintain or redesign processes and structures to take advantage of the power of technology to improve learning outcomes while maintaining efficiency?</i></p>	

Action Plan for Goal Area 5

What Steps Will You Take?	Who Will Be Responsible?	When (be specific, e.g., by 10/1/13)?	How will you measure?
Determine current depth of direct technology instruction.	Technology Committee	Annually	Needs assessment
Form a committee to align current Technology Scope and Sequence to the Common Core.	Technology Committee	Committee to be formed by end of Sept 2012-2013 school year Initial alignment to be completed end of 2012-13 2013 school year Review annually, for effectiveness and alignment to any new standards.	Alignment document
Formalize instructional practices of keyboarding, ethics and use of classroom tools, including SMARTBoards. Address issues of accessibility, scheduling and staff.	Administration and technology department.	Ongoing	Student performance Feedback from staff solicited by tech. committee

Children's Internet Protection Act (CIPA) Certification

Schools and libraries that plan on receiving E-Rate discounts on Internet access and/or internal connection services after July 1, 2002, must be in compliance with the CIPA. CIPA compliance means that schools and libraries are filtering their Internet services and have implemented formal Internet safety policies (also frequently known as Acceptable Use Policies). Information on the CIPA requirements is located at http://E-Ratecentral.com/CIPA/cipa_policy_primer.pdf.

I, _____, certify that one of the following conditions (as indicated below) exists in
Name of Superintendent/Director

New Milford School District
LEA

- My LEA/agency is E-Rate compliant; or
 My LEA/agency is not E-Rate compliant. (Check one additional box below):

<input type="checkbox"/>	Every "applicable school*" has complied with the CIPA requirements in subpart 4 of Part D of Title II of the ESEA**.
<input type="checkbox"/>	Not all "applicable schools*" have yet complied with the requirements in subpart 4 of Part D of Title II of the ESEA**. However, the LEA has received a one-year waiver from the U.S. Secretary of Education under section 2441(b)(2)(C) of the ESEA for those applicable schools not yet in compliance.
<input type="checkbox"/>	The CIPA requirements in the ESEA do not apply because no funds made available under the program are being used to purchase computers to access the Internet, or to pay for direct costs associated with accessing the Internet, for elementary and secondary schools that do not receive E-Rate services under the Communications Act of 1934, as amended.

*An applicable school is an elementary or secondary school that does *not* receive E-Rate discounts and for which Ed Tech funds are used to purchase computers used to access the Internet, or to pay the direct costs associated with accessing the Internet.

** Codified at 20 U.S.C. § 6777. See also <http://www.ed.gov/legislation/ESEA02/pg37.html>

Signature of Superintendent/Director

Date

Appendices

Educational

Educational Technology Planning

- National Educational Tech Plan:
Double click on this file to open →



or to view it on the Web, go to: <http://www.ed.gov/sites/default/files/netp2010.pdf>

- State of Connecticut Educational Tech Plan:
Double click on this file to open →



Educational Technology Planning	Site
CSDE Position Statement on Educational Technology	
National Educational Technology Plan	http://www.ed.gov/technology/netp-2010
CT Teacher Technology Competencies	http://www.sde.ct.gov/sde/lib/sde/pdf/dtl/technology/perfindi_v2.pdf
International Society for Technology in Education Essential Conditions	http://www.iste.org/Libraries/PDFs/Essential_Conditions_2007_EN.sflb.ashx
National Educational Technology Standards for Administrators	http://www.iste.org/standards/nets-for-administrators.aspx
National Educational Technology Standards for Teachers	http://www.iste.org/standards/nets-for-teachers/nets-for-teachers-2008.aspx
National Educational Technology Standards for Students	http://www.iste.org/standards/nets-for-students/nets-student-standards-2007.aspx
CT Education Network (CEN)	http://www.ct.gov/cen/site/default.asp
CT Commission for Educational Technology (CET)	
SETDA Toolkits	http://www.setda.org/web/guest/toolkits
Partnership for 21st. Century Skills	http://www.21stcenturyskills.org/
Documentation from 21st Century Learning Environments grantees	https://sites.google.com/site/cteett/home/21st-century-learning-environment/project-work/progress-report-i

The plan must include an evaluation process that enables the school or library to monitor progress toward the specified goals and make mid-course corrections in response to new developments and opportunities as they arise. The following information can be used to help build and monitor an exemplary educational technology plan.

The Committee

An exemplary plan:

- Includes a representative committee member of each stakeholder group, including community members.
- Describes responsibilities of each committee member.
- Includes a timeline of milestones, including meeting dates and deliverables.

The results:

- Leverages the support, depth of experience and views of the school community in developing and implementing the technology plan.

The Mission and Vision

An exemplary plan:

- Ensures that vision addresses the school mission.

The results:

- Implements changes designed to increase student achievement through the use of technology.
- Leads to the efficient use of technology in all aspects of the school community.

The Needs Assessment

An exemplary plan:

- Assures all stakeholders have a voice in developing the needs assessment.
- Assesses what is already being done in the school and district.
- Researches innovations of other schools and districts.
- Studies the current school/district culture with regard to risk taking and technology innovation.
- Identifies and prioritizes target areas.

The results:

- Provides the data needed to participate in an effective technology planning process, which will support systemic change.

Goal 1.0 Engaging and Empowering Learning Experiences

What will your district do over the life of this local Educational Technology Plan to ensure that learning experiences are empowering, engaging

An exemplary plan:

- Monitors, updates and reports to stakeholders four times per year on the plan.
- Collects, analyzes and distributes data to demonstrate increased student achievement through the implementation of the technology plan.
- Individualizes learning in level and pacing using technology.
- Uses technology to collect data and stakeholder responses concerning the use of technologies for improving and assessing academics.
- Measures progress toward benchmarks within the technology plan.

The data:

- Lists goals and objectives that are or are not met, including explanations and ways to overcome barriers.
- Includes a plan for meeting unmet goals and objectives.
- Lists unexpected outcomes or benefits of the technology plan.
- Lists other needs that have emerged since the plan was last written/revised.
- Deletes goals and objectives that are no longer relevant to the current situation.
- Lists developments in technology that can take advantage of improving the school district.

The results:

- The district stakeholders are kept informed on the direction and progress of empowering, engaging and supporting learning with digital tools.
- Teachers and administrators have ways to measure progress.

Goal 2.0 Assessment

What will your district do over the life of this local Educational Technology Plan to ensure that technology is used for

An exemplary plan:

- Identifies and addresses goals in the school improvement plan.
- Identifies data points that can be used at the classroom level to improve instruction, (e.g., results of common formative digital assessments to be analyzed by data teams).
- Identified data points that can be used at the system/district level to improve operations (e.g., data on misuse of technology by students related to bullying, etc.).
- Clearly identifies which data points will be collected by which tool.
- Includes data collection timeline with reporting criteria (shared with whom and when).
- Provides the essential conditions to address technology as an assessment tool (e.g., infrastructure, training, etc.).

The results:

- Students take assessments online and gain immediate results.
- Educators, parents and students are able to access the data 24/7.
- Systems are in place to evaluate, monitor and improve the assessment data.

3.0 Connected Teaching and Learning

What will your district do over the life of this local Educational Technology Plan to ensure that educators are prepared to

An exemplary plan:

- Ensures that staff is ready to use, maintain and improve skills for both professional and teaching technologies that support teaching and learning.
- Develops and communicates models for professional learning.
- Professional Development is aligned to district/building standards and/or goals (e.g., ISTE NETS, NSDC Professional Development Standards, cyber bullying legislation, etc.).
- Maintains a method of recording professional growth using technology for all employees (e.g., district office, teachers, technical staff etc.).
- Maintains a database of resources which may include providers, models, sites to visit, conferences, online opportunities and funding sources. This information is available online.
- Supports PD by creating times and/or physical/virtual spaces where the staff can collaborate and share.
- Includes a plan of action for adequate planning and implementation and provides a safety net for innovators.

The results:

- Professional development model permits educators to define growth areas.
- Educators work in a collaborative environment to achieve those goals.
- All employees at the district's sites have equal access to individualized professional growth opportunities.
- Technology policies and procedures are clear about expectations and consequences.

4.0 Infrastructure for Teaching and Learning

What will your district do over the life of this local Educational Technology Plan to ensure that all students and educators will have access to a comprehensive infrastructure for teaching and

An exemplary plan:

- Manages ongoing costs by researching total cost of ownership, including regular upgrades and replacement.
- Allots human resources to keep the technologies working efficiently.
- Ensures purchases align with building/district goals to improve student achievement.
- Assesses implementation of technology for equity across grade levels, student abilities, teachers, etc. (according to needs assessments).
- Monitors and keeps records of upkeep, upgrades and replacement.

The results:

- The district provides all the essential conditions that connect:
 - Educators to data, content, resources, expertise and learning experiences so that they are prepared to teach 21st century learners.
 - Students to data, content, resources, expertise and learning experiences so that they are prepared to learn 21st century skills.
 - Stakeholders to the information needed to make informed decisions.

5.0 Productivity and Efficiency

What will your district do over the life of this local Educational Technology Plan to maintain or redesign processes and

An exemplary plan:

- Selects a balanced standing committee of stakeholders who research new trends and technologies.
- Assists the district in developing a culture which supports innovations.
- Develops by-laws for committee membership, which include details such as defined roles, terms of service, expectations, etc.
- Researches innovative ways to deliver and assess content, such as blended learning or content mastery.

The results:

- The district uses technology to improve learning environments.
- Cutting edge technology is used and transparent in the school.
- New policies will be developed and implemented that increase learning outcomes.

Educational Technology Plan Review Guide

	RESC	Comp	additional information required/comments
Executive			
Signature			
Educational Technology Plan Preparation Agent Signature			
Superintendent or Executive			
LEA Profile			
Technology Committee			
Vision Statement			
Needs Assessment			
Engaging and Empowering Learning Experiences			
Assessment			
Connected Teaching and Learning			
Infrastructure for Teaching and Learning			
Productivity and Efficiency			
Executive			
Signature			
I have reviewed the plan for alignment and completeness and provided feedback to the district.			

Name of RESC Reviewer

Signature of RESC Reviewer

Date

Please attach this sheet to your revised and completed tech plan (one hard copy and one CD and send this to:

Cathy Bradanini
Connecticut LEA Educational Technology Plans
LEARN
44 Hatchetts Hill Road
Old Lyme, CT 06371

NMBOE				
Proposed Object Changes				
Old Description	Old Object	New Description	New Object	
Texts-New/Non-Consumable	641	Textbooks	640	Consolidation
Texts-Rep Non-Consumable	642	Textbooks	640	Consolidation
Texts-New Consumables	643	Textbooks	640	Consolidation
Texts-Rep Consumables	644	Textbooks	640	Consolidation
Library Books	645	Library Books	645	Unchanged
Workbooks	646	Workbooks	646	Unchanged
Periodicals	647	Periodicals	647	Unchanged
Consolidate various objects				

**New Milford Board of Education
 Operations Sub-Committee Minutes
 May 1, 2012
 Lillis Administration Building, Room 2**

Present: Mr. Thomas McSherry, Chairperson
 Mr. David Lawson
 Mrs. Lynette Celli Rigdon
 Mr. William Wellman

Also Present: Dr. JeanAnn C. Paddyfote, Superintendent of Schools
 Ms. Ellamae Baldelli, Director of Human Resources
 Mr. Gregg Miller, Director of Fiscal Services
 Mr. Daniel DiVito, Director of Technology
 Mrs. Adele Johnson, Director of Pupil Personnel & Special Services
 Mrs. Anne Bilko, Assistant Principal/Administrative Intern
 Mrs. Joan Kick, Assistant Principal
 Mrs. Maryann Ness, Supervisor of Special Education

1.	Call to Order The meeting of the New Milford Board of Education Operations Sub-Committee was called to order at 7:30 p.m. by Mr. McSherry.	Call to Order
2.	Public Comment <ul style="list-style-type: none"> • None 	Public Comment
3.	Discussion and Possible Action A. Exhibit A: Personnel — Certified, Non-Certified Appointments, Resignations and Leaves of Absence as of May 1, 2012 <ul style="list-style-type: none"> • Dr. Paddyfote stated that she sent an e-mail to the Board this afternoon with an update on administrative vacancies and distributed additional copies. She is bringing three internal candidates forward this evening. Mrs. Joan Kick who has been serving as Elementary Assistant Principal will be assigned permanently. The administration conducted an extensive search for a new principal at Hill and Plain School. The selected candidate declined. After reflection, Dr. Paddyfote made the decision to go with a highly qualified internal candidate and asked Maryann Ness to serve as Interim Principal at Hill and Plain School for one year. An Advisory Committee met the 	Discussion and Possible Action Exhibit A: Personnel — Certified, Non-Certified Appointments, Resignations and Leaves of Absence as of May 1, 2012 <div style="text-align: center;">  GEORGE C. BUCKBEE TOWN CLERK 2012 MAY -3 A 10: 52 NEW MILFORD, CT </div>

<p>suggested candidate for Assistant Principal at Sarah Noble Intermediate School this afternoon, Anne Bilko, who is also being brought forward tonight for approval.</p> <ul style="list-style-type: none"> • Mr. McSherry and Mrs. Celli Rigdon both thanked the candidates for coming forward. • Mr. Lawson thanked them for taking on such challenging jobs. • Ms. Baldelli said there was one other addition to Exhibit A. Long time secretary Violet Gorman is retiring. <p>Mrs. Celli Rigdon recused herself.</p> <p>Mr. Lawson moved to bring Exhibit A: Personnel - Certified, Non-Certified Appointments, Resignations and Leaves of Absence as of May 1, 2012 to the full Board for approval. Motion seconded by Mr. Wellman and passed 3-0-1.</p> <p>In favor: Mr. Lawson, Mr. McSherry, Mr. Wellman Abstain: Mrs. Celli Rigdon</p> <p>B. Monthly Reports</p> <ol style="list-style-type: none"> 1. Purchase Resolution D-646 2. Budget Position as of April 30, 2012 3. Request for Budget Transfers <ul style="list-style-type: none"> • Mr. Wellman asked about the overage in the Board of Education program. Mr. Miller said it was driven by the legal account. • Mr. Wellman questioned the price of the used tuba which he thought was high. Mr. Miller said he could check on it if Mr. Wellman wanted. • Mrs. Celli Rigdon asked for clarification of 47126 on the Purchase Resolution. Mr. Miller said that was for special education transportation out of district. <p>Mr. Lawson moved to bring the monthly reports: Purchase Resolution D-646, Budget Position as of April 30, 2012, and Request for Budget Transfers to</p>	<p>Motion made and passed to bring Exhibit A: Personnel - Certified, Non-Certified Appointments, Resignations and Leaves of Absence as of May 1, 2012 to the full Board for approval.</p> <p>Monthly Reports</p> <ol style="list-style-type: none"> 1. Purchase Resolution D-646 2. Budget Position as of April 30, 2012 3. Request for Budget Transfers <p>Motion made and passed unanimously to bring the monthly reports: Purchase Resolution D-646, Budget Position as of April 30, 2012, and Request for Budget Transfers to the full Board for approval.</p>
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<p>the full Board for approval. Motion seconded by Mrs. Celli Rigdon and passed unanimously.</p> <p>C. Gifts & Donations</p> <p>1. Exhibit B: PTO Gifts & Donations</p> <ul style="list-style-type: none"> • Mr. McSherry thanked the PTO for the generous nature of this donation in support of our students. <p>Mr. Lawson moved to bring Exhibit B: PTO Gifts and Donations to the full Board for approval. Motion seconded by Mrs. Celli Rigdon and passed unanimously.</p> <p>D. Grants</p> <p>1. Adult Education – ED 244</p> <ul style="list-style-type: none"> • Mr. Lawson stated that he is always amazed at the complexity of the grant application, but grateful for the added money they bring to the district. • Mr. Wellman asked if the district supplies funds to support the grant and what happens to those funds if the state or federal funding amounts change. Mr. Miller said the district would be allowed to revise the grant. <p>Mrs. Celli Rigdon moved to bring the Adult Education grant ED 244 to the full Board for approval. Motion seconded by Mr. Lawson and passed unanimously.</p> <p>E. Food and Nutrition Program</p> <p>1. Healthy Food Certification Statement</p> <ul style="list-style-type: none"> • Dr. Paddyfote stated that this is a continuation of the program. • Mr. Miller said the district has participated since 2007 and gets reimbursed ten cents per lunch served, approximately \$36,000 above the normal reimbursement. The program ties into the district’s Wellness Initiative. We are 	<p>Gifts & Donations</p> <p>1. Exhibit B: PTO Gifts & Donations</p> <p>Motion made and passed unanimously to bring Exhibit B: PTO Gifts and Donations to the full Board for approval.</p> <p>Grants</p> <p>1. Adult Education – ED 244</p> <p>Motion made and passed unanimously to bring the Adult Education grant ED 244 to the full Board for approval.</p> <p>Food and Nutrition Program</p> <p>1. Healthy Food Certification Statement</p>
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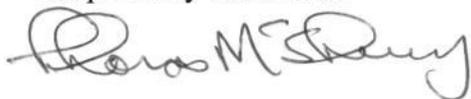
	<p>one out of 133 towns in the state to participate, approximately 70% of CT districts.</p> <ul style="list-style-type: none"> • Mr. McSherry asked if the money went directly to the Food Services program. Mr. Miller said yes. <p>Mr. Lawson moved to bring the Healthy Food Certification Statement to the full Board for approval. Motion seconded by Mrs. Celli Rigdon and passed unanimously.</p> <p>F. Request to Accept a Tuition Student</p> <ul style="list-style-type: none"> • Dr. Paddyfote stated that there has been a request from one of the district's staff members to accept a tuition student at the high school as a freshman in the fall of 2012. The member would pay 50% of tuition per Board policy. • Mr. Lawson said he views this as a testament to the New Milford Public Schools that a professional is willing to pay tuition to have student attend our schools. <p>Mr. Lawson moved to bring the request to accept a tuition student to the full Board for approval. Motion seconded by Mrs. Celli Rigdon and passed unanimously.</p> <p>G. New Milford Public Schools Technology Plan 2012-2015</p> <ul style="list-style-type: none"> • Mr. DiVito stated that every three years the State Department of Education requires a technology plan. A Technology Committee was formed last December consisting of all stakeholders. The Committee created this document which sets the groundwork to move forward with technology for the district. Mr. DiVito said the plan goals harmonize well together. The document will be used to create an action plan. • Mr. McSherry asked what the term "technology 	<p>Motion made and passed unanimously to bring the Healthy Food Certification Statement to the full Board for approval.</p> <p>Request to Accept a Tuition Student</p> <p>Motion made and passed unanimously to bring the request to accept a tuition student to the full Board for approval.</p>
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	<p>literacy” means, noting that half the teachers were considered this. Mr. DiVito said in general there is no clear cut definition, and that the definition changes with technology changes. The Committee created a survey of general technology skills, and made decision of literacy based on answers.</p> <ul style="list-style-type: none">• Mr. Lawson asked if the definition could be different for other districts and Mr. DiVito said yes.• Mr. McSherry asked if the definition was based on competency with technology provided in New Milford and Mr. DiVito said yes. Mr. McSherry stated that technology is a large investment and he has high hopes for usage.• Mrs. Celli Rigdon thanked the Committee for the amount of time involved to create the document.• Mr. Wellman asked for a copy of the survey questions. Mr. DiVito said he would provide it.• Mr. Wellman asked for a definition of 21st century skills. Mr. DiVito said from a technology perspective, it means that students have the tools and training to move into the workforce when graduating and use technology appropriately.• Mr. Wellman, Mr. McSherry, and Mr. Lawson all discussed with Mr. DiVito what “anywhere anytime” access in Goal Area 4 meant. Mr. DiVito said that it addressed wireless remote access to curriculum by students.• Mr. Wellman asked about equitable use of educational technology as it relates to computer labs. Mr. DiVito said each school had at least one traditional computer lab with 27-30 computers each. The district has begun purchasing mobile labs as well which can be used anywhere in the building. More will be added gradually as the budget supports.• Mr. Wellman asked what the CT Education Network is. Mr. DiVito said it is a filtered internet service provided by the state to schools and libraries.	
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	<ul style="list-style-type: none"> • Mr. Wellman asked for a description of the tiered capstone digital portfolio experience. Mr. DiVito said it is delivering customized learning for each student. <p>Mrs. Celli Rigdon moved to bring the New Milford Public Schools Technology Plan 2012-2015 to the full Board for approval. Motion seconded by Mr. Lawson and passed unanimously.</p> <p>H. School Calendar to Include 181 Student Days</p> <ul style="list-style-type: none"> • Dr. Paddyfote stated the 181 student days needed to be approved by the Board due to the funding component necessary to add the additional instructional time. For historical perspective, the district had 182 student days in 2004-2005, but cut transportation for two days to save money. The money for one additional student day is allocated in the budget. She stated the calendar will be revised to show one additional work day for the teachers to bring them to 186 days total. <p>Mrs. Celli Rigdon moved to approve the school calendar to include 181 Student Days for the 2012-2013 school year and to bring to the full Board for approval. Motion seconded by Mr. Lawson and passed unanimously.</p> <p>I. BOE Legal Proposals</p> <ul style="list-style-type: none"> • Mr. Miller said the district went out to bid in March. Six firms submitted proposals. A summary of the bids was distributed. • Mr. Lawson said he thought it was important to look at service as well as money. He stated that he was very satisfied with the current firm. • Dr. Paddyfote mentioned that some of the proposals, including that of the current firm, alluded to possible negotiation on prices quoted. • Mr. Wellman encouraged negotiation on price 	<p>Motion made and passed unanimously to bring the New Milford Public Schools Technology Plan 2012-2015 to the full Board for approval.</p> <p>Motion made and passed unanimously to approve the school calendar to include 181 Student Days for the 2012-2013 school year and to bring to the full Board for approval.</p> <p>BOE Legal Proposals</p>
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	<p>as invited, to lower the hourly rates.</p> <p>Mr. Lawson moved to bring the current firm to the full Board for discussion and possible action with updated financial information. Motion seconded by Mrs. Celli Rigdon and passed unanimously.</p>	<p>Motion made and passed unanimously to bring the current firm to the full Board for discussion and possible action with updated financial information.</p>
<p>4.</p> <p>A.</p>	<p>Item of Information</p> <p>Proposed change to object codes in the 600 series for 2012/2013</p> <ul style="list-style-type: none"> • Mr. Miller proposed simplifying the 600 series of textbook categories and clarifying any questions through narrative. • The Committee consensus was that they would prefer to keep it as is. 	<p>Item of Information</p> <p>Proposed change to object codes in the 600 series for 2012/2013</p>
<p>5.</p>	<p>Adjourn</p> <p>Mrs. Celli Rigdon moved to adjourn the meeting at 8:35 p.m. seconded by Mr. Lawson and passed unanimously.</p>	<p>Adjourn</p> <p>Motion made and passed unanimously to adjourn the meeting at 8:35 p.m.</p>

Respectfully submitted:



Thomas McSherry, Chairperson
 Operations Sub-Committee