

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

OPERATIONS SUB-COMMITTEE
MEETING NOTICE

DATE: May 14, 2019
TIME: 7:30 P.M.
PLACE: Lillis Administration Building—Room 2

RECEIVED
TOWN CLERK
2019 MAY 10 P 12:59
NEW MILFORD, CT

AGENDA

New Milford Public Schools Mission Statement

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

1. Call to Order

2. Public Comment

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

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

3. Items of Information

- A. EdAdvance Update
- B. All-Star Transportation Update
- C. Paraeducator Contract

4. Discussion and Possible Action

- A. Exhibit A: Personnel – Certified, Non-Certified Appointments, Resignations and Leaves of Absence
- B. Monthly Reports
 - 1. Budget Position dated 4/30/19
 - 2. Purchase Resolution D-722
 - 3. Request for Budget Transfers
- C. Gifts & Donations
 - 1. PTO – Exhibit B
- D. Grants
 - 1. Adult Education ED 244
 - 2. IDEA
 - 3. Title III Immigration Grant

- E. Food and Nutrition Services – Exhibit C
 - 1. Healthy Food Certification Statement
 - 2. Food Certification Exemptions for School Fundraisers
 - 3. Beverage Certification Exemptions
- F. Authorization of Signatory on School District Accounts – Exhibit D
- G. Shepaug Agriscience Agreement
- H. End of Year Balance
- I. 2019-20 Budget

5. Public Comment

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6. Adjourn

**Sub-Committee Members: Wendy Faulenbach, Chairperson
Bill Dahl
Brian McCauley
Eileen P. Monaghan**

**Alternates: J.T. Schemm
Joseph Failla**

NEW MILFORD PUBLIC SCHOOLS

EXHIBIT A

Regular Meeting of the Board of Education
Sarah Noble Intermediate School
New Milford, Connecticut
May 21, 2019

ACTION ITEMS

A. Personnel

1. **CERTIFIED STAFF**

a. **RESIGNATIONS**

1. **Mr. Lawrence Badaracco**, Special Education Teacher, New Milford High School

Move that the Board of Education approve the resignation of **Mr. Lawrence Badaracco** as Special Education Teacher at New Milford High School effective June 30, 2019.

Personal Reasons

2. **Mrs. Robin Stiles**, Library Media Specialist, New Milford High School

Move that the Board of Education approve the resignation, due to retirement, of **Mrs. Robin Stiles** as Library Media Specialist at New Milford High School effective June 30, 2019.

Retirement

2. **CERTIFIED STAFF**

b. **NON-RENEWALS**

1. **None currently**

3. **CERTIFIED STAFF**

c. **APPOINTMENTS**

1. **None currently**

4. **MISCELLANEOUS STAFF**

a. **RESIGNATIONS**

1. **None currently**

5. **MISCELLANEOUS STAFF**

b. **APPOINTMENTS**

1. **None currently**

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

a. **RESIGNATIONS**

1. **Mrs. Kerry Schur**, Secretary to the Principal, Northville Elementary School

Move that the Board of Education approve the resignation of **Mrs. Kerry Schur** as Secretary to the Principal at Northville Elementary School effective May 1, 2019.

Personal Reasons

2. **Mrs. Debbie South**, General Worker for Food Services, Sarah Noble Intermediate School
Move that the Board of Education approve the resignation, due to retirement, of **Mrs. Debbie South** as General Worker for Food Services at Sarah Noble Intermediate School effective May 6, 2019.

Retirement

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

b. APPOINTMENTS

1. **None currently**

8. **ADULT EDUCATION STAFF**

a. RESIGNATIONS

1. **None currently**

9. **ADULT EDUCATION STAFF**

b. APPOINTMENTS

1. **None currently**

10. **BAND STAFF**

a. RESIGNATIONS

1. **None currently**

11. **BAND STAFF**

b. APPOINTMENTS

1. **None currently**

12. **COACHING STAFF**

a. RESIGNATIONS

1. **Ms. Katie Lesiak**, JV Cheerleading Coach, New Milford High School
Move that the Board of Education approve the resignation of **Ms. Katie Lesiak** as JV Cheerleading Coach at New Milford High School effective April 22, 2019.
2. **Mr. Patrick Murphy**, JV Boys' Soccer Coach, New Milford High School
Move that the Board of Education approve the resignation of **Mr. Patrick Murphy** as JV Boys' Soccer Coach at New Milford High School effective February 13, 2019.

Personal Reasons

Personal Reasons

13. COACHING STAFF
b. APPOINTMENTS

- | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------|
| <p>1. Mr. Michael Madden, Boys' Spring Football Coach, New Milford High School
<u>Move</u> that the Board of Education appoint Mr. Michael Madden as Boys' Spring Football Coach at New Milford High School effective May 28, 2019.</p> | <p>No stipend – part of Fall Football</p> |
| <p>2. Mr. Sean Mahon, Boys' Spring Football Coach, New Milford High School
<u>Move</u> that the Board of Education appoint Mr. Sean Mahon as Boys' Spring Football Coach at New Milford High School effective May 28, 2019.</p> | <p>No stipend – part of Fall Football
Current Staff Member</p> |
| <p>3. Mr. Sean Murray, Boys' Spring Football Coach, New Milford High School
<u>Move</u> that the Board of Education appoint Mr. Sean Murray as Boys' Spring Football Coach at New Milford High School effective May 28, 2019.</p> | <p>No stipend – part of Fall Football
Current Staff Member</p> |
| <p>4. Mr. Chris Rigdon, Boys' Spring Football Coach, New Milford High School
<u>Move</u> that the Board of Education appoint Mr. Chris Rigdon as Boys' Spring Football Coach at New Milford High School effective May 28, 2019.</p> | <p>No stipend – part of Fall Football</p> |
| <p>5. Mr. Louis Venezia, Boys' Spring Football Coach, New Milford High School
<u>Move</u> that the Board of Education appoint Mr. Louis Venezia as Boys' Spring Football Coach at New Milford High School effective May 28, 2019.</p> | <p>No stipend – part of Fall Football</p> |
| <p>6. Mr. David Warren, Boys' Spring Football Coach, New Milford High School
<u>Move</u> that the Board of Education appoint Mr. David Warren as Boys' Spring Football Coach at New Milford High School effective May 28, 2019.</p> | <p>No stipend</p> |

14. LEAVES OF ABSENCE
1. None currently



SUMMARY BY MOC (MAJOR OBJECT CODE)									
RANGE	MAJOR OBJECT CODE DESCRIPTION	ORIGINAL BUDGET	TRANSFERS	REVISED BUDGET	YTD ACTUAL	ENCUMBRANCES	BALANCE	% USED	
100'S	SALARIES - CERTIFIED	28,371,848	-7,200	28,364,648	22,424,919	5,840,028	99,701	99.65%	
100'S	SALARIES - NON CERTIFIED	9,186,474	0	9,186,474	7,410,724	1,169,416	606,334	93.40%	
200'S	BENEFITS	11,077,452	0	11,077,452	9,920,203	697,117	460,131	95.85%	
300'S	PROFESSIONAL SERVICES	4,066,004	7,129	4,073,133	3,041,807	684,712	346,613	91.49%	
400'S	PROPERTY SERVICES	971,502	1,525	973,027	695,219	177,942	99,865	89.74%	
500'S	OTHER SERVICES	7,665,654	(50,000)	7,615,654	5,875,002	1,368,603	372,049	95.11%	
600'S	SUPPLIES	2,642,956	441	2,643,397	1,939,507	438,770	265,119	89.97%	
700'S	CAPITAL	142,944	(1,806)	141,138	77,947	11,885	51,306	63.65%	
700'S	5 YEAR CAPITAL	322,500	-	322,500	210,466	73,318	38,716	68.56%	
800'S	DUES AND FEES	89,180	(89)	89,091	77,748	3,263	8,080	90.93%	
900'S	REVENUE	-1,525,928	50,000	-1,475,928	-1,107,766	0	-368,162	75.06%	
GRAND TOTAL		63,010,586	0	63,010,586	50,565,779	10,465,054	1,979,753	96.86%	

SALARIES - NON CERTIFIED BREAKOUT									
OBJECT	ACCOUNT DESCRIPTION	ORIGINAL BUDGET	TRANSFERS	REVISED BUDGET	YTD ACTUAL	ENCUMBRANCES	BALANCE	% USED	
51180	SALARIES - NON CERT - STIPENDS	557,844	0	557,844	335,934	0	221,910	60.22%	
51201	SALARIES - NON CERT - PARA EDUCATOR	1,923,907	0	1,923,907	1,517,066	382,079	24,762	98.71%	
51202	SALARIES - NON CERT - SUBSTITUTES	833,638	0	833,638	791,956	41,682	0	100.00%	
51210	SALARIES - NON CERT - SECRETARY	1,894,971	0	1,894,971	1,600,272	196,673	98,026	94.83%	
51225	SALARIES - NON CERT - TUTORS	293,362	0	293,362	157,844	27,396	108,122	63.14%	
51240	SALARIES - NON CERT - CUSTODIAL	1,919,763	0	1,919,763	1,576,637	295,043	48,083	97.50%	
51250	SALARIES - NON CERT - MAINTENANCE	884,575	0	884,575	718,689	157,048	8,838	99.00%	
51285	SALARIES - NON CERT - TECHNOLOGY	444,451	0	444,451	310,976	55,966	77,509	82.56%	
51336	SALARIES - NON CERT - NURSES	433,963	0	433,963	401,351	13,529	19,083	95.60%	
TOTAL		9,186,474	0	9,186,474	7,410,724	1,169,416	606,334	93.40%	

BENEFIT BREAKOUT									
OBJECT	ACCOUNT DESCRIPTION	ORIGINAL BUDGET	TRANSFERS	REVISED BUDGET	YTD ACTUAL	ENCUMBRANCES	BALANCE	% USED	
52200	BENEFITS - FICA	653,931	0	653,931	468,168	0	185,763	71.59%	
52201	BENEFITS - MEDICARE	541,567	0	541,567	400,611	0	140,956	73.97%	
52300	BENEFITS - PENSION	815,879	0	815,879	815,879	0	0	100.00%	
52600	BENEFITS - UNEMPLOYMENT COMP	15,000	0	15,000	9,204	5,796	0	100.00%	
52810	BENEFITS - HEALTH INSURANCE	8,250,427	0	8,250,427	7,591,619	656,726	2,082	99.97%	
52820	BENEFITS - DISABILITY INSURANCE	147,000	0	147,000	99,108	0	47,892	67.42%	
52830	BENEFITS - LIFE INSURANCE	120,000	0	120,000	71,013	34,230	14,757	87.70%	
52900	BENEFITS - OTHER EMPLOYEE BENEFITS	533,648	0	533,648	464,601	365	68,682	87.13%	
TOTAL		11,077,452	0	11,077,452	9,920,203	697,117	460,131	95.85%	



EXPENDITURES

OBJECT	ACCOUNT DESCRIPTION	ORIGINAL BUDGET	TRANSFERS	REVISED BUDGET	YTD ACTUAL	ENCUMBRANCES	BALANCE	% USED
51110	CERTIFIED SALARIES	28,371,848	-7,200	28,364,648	22,424,919	5,840,028	99,701	99.65%
51200	NON-CERTIFIED SALARIES	9,186,474	0	9,186,474	7,410,724	1,169,416	606,334	93.40%
52000	BENEFITS	11,077,452	0	11,077,452	9,920,203	697,117	460,131	95.85%
53010	LEGAL SERVICES	184,000	27,500	211,500	213,745	0	-2,245	101.06%
53050	CURRICULUM DEVELOPMENT	75,000	0	75,000	39,271	3,003	32,726	56.37%
53200	PROFESSIONAL SERVICES	2,032,252	-122,960	1,909,292	1,315,526	443,712	150,054	92.14%
53201	MEDICAL SERVICES - SPORTS	28,000	0	28,000	26,500	0	1,500	94.64%
53210	TIME & ATTENDANCE SOFTWARE	10,500	-200	10,300	38	0	10,262	0.37%
53220	IN SERVICE	132,210	40	132,250	90,362	5,454	36,434	72.45%
53230	PUPIL SERVICES	924,576	102,749	1,027,325	805,421	200,343	21,560	97.90%
53300	OTHER PROF/ TECH SERVICES	55,765	0	55,765	21,022	563	34,180	38.71%
53310	AUDIT/ACCOUNTING	45,000	0	45,000	45,000	0	0	100.00%
53500	TECHNICAL SERVICES	263,834	0	263,834	221,243	1,800	40,791	84.54%
53530	SECURITY SERVICES	204,867	0	204,867	157,262	29,837	17,768	91.33%
53540	SPORTS OFFICIALS SERVICES	110,000	0	110,000	106,417	0	3,583	96.74%
54101	CONTRACTUAL TRASH PICK UP	91,174	0	91,174	60,730	12,732	17,713	80.57%
54301	REPAIRS & MAINTENANCE	449,103	5,963	455,066	333,323	119,020	2,723	99.40%
54302	FIRE / SECURITY MAINTENANCE	2,500	0	2,500	2,500	0	0	100.00%
54303	GROUNDS MAINTENANCE	13,028	0	13,028	8,452	0	4,576	64.87%
54310	GENERAL REPAIRS	43,146	-4,503	38,643	16,501	9,780	12,361	68.01%
54320	TECHNOLOGY RELATED REPAIRS	54,040	0	54,040	29,057	0	24,983	53.77%
54411	WATER	67,347	0	67,347	48,308	19,039	0	100.00%
54412	SEWER	22,900	0	22,900	21,061	0	1,840	91.97%
54420	LEASE/RENTAL EQUIP/VEH	228,264	65	228,329	175,289	17,371	35,669	84.38%
55100	PUPIL TRANSPORTATION - OTHER	106,050	0	106,050	77,817	26,738	1,495	98.59%
55101	PUPIL TRANS - FIELD TRIP	24,600	0	24,600	16,614	1,350	6,636	73.02%
55105	TRANSPORTATION - SUMMER	16,000	0	16,000	0	0	16,000	0.00%
55110	STUDENT TRANSPORTATION	4,331,010	50,000	4,381,010	3,844,176	534,485	2,349	99.95%
55190	STUDENT TRANSPORTATION PURCHAS	1,500	0	1,500	0	0	1,500	0.00%
55200	GENERAL INSURANCE	293,338	0	293,338	292,620	0	718	99.76%
55300	COMMUNICATIONS	48,646	0	48,646	40,492	8,154	0	100.00%
55301	POSTAGE	35,981	-2,200	33,781	19,393	14,388	0	100.00%
55302	TELEPHONE	76,449	0	76,449	71,094	5,355	0	100.00%



EXPENDITURES

OBJECT	ACCOUNT DESCRIPTION	ORIGINAL BUDGET	TRANSFERS	REVISED BUDGET	YTD ACTUAL	ENCUMBRANCES	BALANCE	% USED
55400	ADVERTISING	2,000	2,200	4,200	3,184	0	1,016	75.82%
55505	PRINTING	48,562	0	48,562	28,728	12,793	7,041	85.50%
55600	TUITION	30,000	0	30,000	12,150	16,059	1,791	94.03%
55610	TUITION TO IN STATE DIST	772,434	0	772,434	522,219	198,075	52,140	93.25%
55630	TUITION TO PRIVATE SOURCES	1,830,260	-100,000	1,730,260	923,066	542,592	264,603	84.71%
55800	TRAVEL	48,824	0	48,824	23,448	8,615	16,761	65.67%
56100	GENERAL INSTRUCTIONAL SUPPLIES	163,894	65	163,959	113,718	10,466	39,775	75.74%
56110	INSTRUCTIONAL SUPPLIES	418,963	-107	418,856	308,175	26,217	84,463	79.83%
56120	ADMIN SUPPLIES	31,429	0	31,429	14,462	4,603	12,364	60.66%
56210	NATURAL GAS	196,000	0	196,000	140,813	50,187	5,000	97.45%
56220	ELECTRICITY	945,010	0	945,010	712,880	200,491	31,640	96.65%
56230	PROPANE	2,250	0	2,250	1,697	553	0	100.00%
56240	OIL	206,737	0	206,737	181,992	24,746	0	100.00%
56260	GASOLINE	29,653	0	29,653	8,955	20,698	0	100.00%
56290	FACILITIES SUPPLIES	310,761	0	310,761	224,239	72,820	13,702	95.59%
56291	MAINTENANCE COMPONENTS	14,500	0	14,500	12,062	2,438	0	100.00%
56292	UNIFORMS/ CONTRACTUAL	3,400	0	3,400	2,209	691	500	85.29%
56293	GROUNDSKEEPING SUPPLIES	17,750	0	17,750	12,291	5,459	0	100.00%
56410	TEXTBOOKS	52,397	0	52,397	40,663	4,846	6,888	86.85%
56411	CONSUMABLE TEXTS	78,994	0	78,994	34,822	775	43,397	45.06%
56420	LIBRARY BOOKS	107,044	104	107,148	90,804	11,286	5,058	95.28%
56430	PERIODICALS	17,449	179	17,628	15,384	761	1,483	91.59%
56460	WORKBOOKS	13,185	200	13,385	12,763	0	622	95.35%
56500	SUPPLIES - TECH RELATED	33,540	0	33,540	11,579	1,733	20,228	39.69%
57300	BUILDINGS	111,350	0	111,350	41,870	69,480	0	100.00%
57340	COMPUTERS/TECH HARDWARE	8,250	0	8,250	5,754	1,673	823	90.02%
57345	INSTRUCTIONAL EQUIPMENT	56,075	110	56,185	22,565	5,988	27,632	50.82%
57400	GENERAL EQUIPMENT	114,394	-1,916	112,478	89,349	7,763	15,367	86.34%
57500	FURNITURE AND FIXTURES	175,375	0	175,375	128,875	300	46,200	73.66%
58100	DUES & FEES	89,180	-89	89,091	77,748	3,263	8,080	90.93%
EXPENDITURE TOTAL		64,536,514	-50,000	64,486,514	51,673,544	10,465,054	2,347,915	96.36%



REVENUES

OBJECT	ACCOUNT DESCRIPTION	ORIGINAL BUDGET	TRANSFERS	REVISED BUDGET	YTD ACTUAL	ENCUMBRANCES	BALANCE	% USED
43103	EXCESS COSTS	-717,460	0	-717,460	-466,400	0	-251,060	65.01%
43105	MEDICAID REIMBURSEMENT	-49,575	0	-49,575	-84,423	0	34,848	170.29%
44105	FOI & FINGERPRINTING FEES	-2,200	0	-2,200	-284	0	-1,916	12.91%
44705	BUILDING USE FEES	-55,000	0	-55,000	-26,152	0	-28,848	47.55%
44800	REGULAR ED TUITION	-100,550	0	-100,550	-67,000	0	-33,550	66.63%
44822	SPECIAL ED TUITION	-36,400	0	-36,400	0	0	-36,400	0.00%
44860	ADMISSIONS/ATHLETIC GATE RECEIPTS	-25,400	0	-25,400	-21,000	0	-4,400	82.68%
44861	PARKING PERMIT FEES	-69,224	4,400	-64,824	-60,000	0	-4,824	92.56%
44862	SCHOOL MUSICAL TICKET SALES	-10,000	0	-10,000	0	0	-10,000	0.00%
44863	PAY TO PLAY	-110,000	45,600	-64,400	-47,800	0	-16,600	74.22%
49102	TRANSFER IN-OTHER	-27,619	0	-27,619	-12,207	0	-15,412	44.20%
49599	CAPITAL RESERVE	-322,500	0	-322,500	-322,500	0	0	100.00%
REVENUE TOTAL		-1,525,928	50,000	-1,475,928	-1,107,766	0	-368,162	75.06%

GRAND TOTAL	63,010,586	0	63,010,586	50,565,779	10,465,054	1,979,753	96.86%
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CAPITAL RESERVE TOTAL	771,432
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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.

Funding	Location	Vendor Name	Description	Amount	Object Code
GENERAL	NMHS	CANTERBURY SCHOOL	WINTER SWIMMING & POOL RENTAL FEES	\$ 24,225.00	54420
GENERAL	DISTRICT	CDW GOVERNMENT	DISTRICT WIDE LASER JET TONER CARTRIDGES	\$ 22,962.86	53500
GENERAL	TECH	EDADVANCE	DISTRICT DATA ADMIN SUBSTITUTE - APRIL, MAY, JUNE OF 2019	\$ 19,950.00	51285
GRANT	TECH	OMNI DATA	ARUBA DUAL RADIO INTEGRATED ANTENNAS	\$ 15,114.55	53300/57400
GENERAL	NMHS	SELECT PHYSICAL THERAPY	ATHLETIC TRAINING SERVICES PAYMENT 3 OF 3 FOR 18/19	\$ 8,833.33	53201
GRANT	DOI	REVISION LEARNING PARTNERSHIP	COLLEGIAL CALIBRATIONS	\$ 8,058.90	53300



BUDGET TRANSFER REQUESTS

AGENDA ITEM 4B-3
MAY 2019 MEETING

DETAIL			FROM (-)			TO (+)		
#	REASON	AMOUNT	LOCATION	ORG	OBJECT	LOCATION	ORG	OBJECT
NONE AT THIS TIME			NONE AT THIS TIME			NONE AT THIS TIME		

Requesting Approval
Across MOC

DETAIL			FROM (-)			TO (+)		
#	REASON	AMOUNT	LOCATION	ORG	OBJECT	LOCATION	ORG	OBJECT
FAC-1	HPS FIRE ALARM REPAIRS	\$1,500.00	HPS	BFA26143 CUSTODIAL	54301 REPAIRS	HPS	BFA26243 MAINTENANCE	54301 REPAIRS
		\$3,000.00	NMHS	BFE26243 MAINTENANCE				
		\$1,500.00	SMS	BFD26143 MAINTENANCE				
		\$1,576.62	NES	BFB26143 MAINTENANCE				

Informational
Within Major Object Code

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

6 May 2019

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

Dear Dr. Tracy:

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

Sarah Noble Intermediate School:

\$1,300.00 grant for cultural arts, Fiesta Del Norte, for all grades.

Northville Elementary School:

\$1,070.00 grant for a cultural arts performance, Kahana Hula. This is a live music theater performance.

\$1,339.00 for First Grade field trip to the Pratt Center.

NMPTO:

\$1,456.20 Autism shirt fundraiser to provide for needs in the Special Education departments in all five schools beyond the budget.

\$5,165.20 Total

Sincerely,
Mandi MacDonald
NMPTO President

NEW MILFORD PUBLIC SCHOOLS
Office of the Assistant Superintendent
50 East Street
New Milford, Connecticut 06776
(860) 354-3235 FAX (860) 210-2643



Alisha DiCorpo
Assistant Superintendent of Schools

TO: Dr. Stephen Tracy
FROM: Alisha DiCorpo (AP)
DATE: May 2, 2019
RE: Adult Education ED-244 Grant

The Adult Education ED-244 Grant is reflective of what New Milford is required by law to provide to the community.

Grant ED-244 covers the basic cost of running a minimal Adult Education program serving High School Completion (through High School Diploma Classes or GED Prep Classes), English as a second Language and Citizenship Classes.

The figures are based on:

1. What our local BOE budgets: \$24,469.00
2. What our cooperating district (Region 12) pays us: \$2400.00
3. The percentage of this amount that the State contributes (varies year to year), usually \$20-28,000
4. Supplements from the Enrichment funds

This grant is used to pay for direct instruction, Guidance, Program Manager, Facilitator Office staff, Security, materials and textbooks.

The total approved amount from the state that the district will be receiving is \$108,109.00. Last year the district received \$109,600.00. The received amount fluctuates each year depending on BOE funding, which affects the state dollar amount.

Form ED-244

Rev. 12/18

C.G.S. Sec. 10-67 through 10-73d

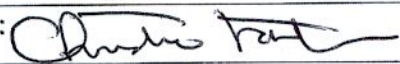
Provider: New Milford Adult Education

Year 2019-2020

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 of Health/Nutrition, Family Services and Adult Education **by 3 p.m., on or before April 15, 2019**. No applications will be accepted after that date regardless of the date of the postmark.
2. Complete all sections of the ED-244 application accurately and thoroughly.
3. Use the Excel Budget Template located on the CSDE Web site for [Adult Education State Grants](#).
4. Report all expenditures and revenues to the nearest dollar. Do not include cents. When completing Excel Budget Template pages, refer to the [Budget Buddy](#).
5. Include the current Program Profile with the ED-244 application.
6. The *Edit Check* must be completed and signed by someone other than the individual who completes the ED-244.
7. Send copies as directed on page iii section D. Original paper copies must be mailed to the CSDE.

APPLICANT INFORMATION

1. Organization: New Milford Adult Education	District or Agency: New Milford	Town/Agency Code: 096
Address: 388 Danbury Road, New Milford CT		Zip Code: 06776
2. Completed by: Christine Martin	Title: Program Manager	Phone: 860 350-6647 x 1170
3. Signature: 		Date: 4/11/19
4. Adult Education provided by: (check one)		
a) Provider Only <input type="checkbox"/> b) Provider with Cooperating Districts <input checked="" type="checkbox"/> c) Cooperative Arrangement C.G.S. Section 10-158a <input type="checkbox"/>		
5. Total number of students anticipated: 106	Total number of enrollments anticipated: 500	
6. Summer Operation:	YES:	NO: X
7. Number of cooperating eligible entity (CEE) application(s):		
Entity name(s):		

PROPOSED BUDGET

1. Amount of state/local adult education funds	\$108,109
2. Payments from Cooperating Districts	\$ 2,400
3. TOTAL	\$110,509
4. Anticipated per pupil cost (Total \$ ÷ Number of students)	\$1042
5. Anticipated per enrollment cost (Total \$ ÷ Number of enrollments)	\$221

New Milford Adult Education

Table 1 - Total students/enrollments per area: To complete the FY 2018 *Final* column, use data from your district's final Program Profile report for FY 2018. To complete the FY 2019 *Year to Date* column, refer to the current Program Profile report.

	FY 2018 Final		FY 2019 Year to Date	
	Students	Enrollments	Students	Enrollments
Citizenship/Americanization	9	29	5	11
English as a Second Language (ESL)	68	96	33	39
Elementary Basic Skills (ABE) and (GED) Preparation	0	0	1	1
High School Credit Diploma Program	48	368	59	354
High School National External Diploma Program	n/a		n/a	
TOTALS	125	493	98	405

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 2020**. 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.

	Americanization/ Citizenship (01)*	ESL (02)*	Elementary Basic Skills (03)*	GED Prep. (04)	Credit Program (05)	External Diploma (06)	TOTAL (07)
Providing District:096	12	44	2	2	34		94
Cooperating Districts:							
01 212	2	6	2	0	2		12
02							
03							
04							
05							
06							
07							
08							
09							
10							
11							
12							
13							
14							
15							
16							
17							
18							
19							
GRAND TOTAL	15	50	4	2	35		106

Goals should be written to address issues as identified by the Program Profile data, to address overall program improvement, or to create an enhancement or initiative. Programs are encouraged to craft goals that are specific and measurable.

<p>Goal 1: Curriculum and/or instruction will reflect CCRS and be an entry to a career pathway with 50% of the students accessing a course in their identified career pathway.</p>	
<p>Objectives: Program curriculum will reflect college and career readiness standards and reflect a pathway to a career.</p>	
<p>Activities</p> <p>What specific activities will be implemented?</p>	<p>Measurable Outcomes</p> <p>What are the expected outcomes of these activities? How will you verify achievement of these outcomes?</p>
<p>Staff will continue to create and/or adapt curriculum that reflects CCRS and in demand career pathways.</p> <p>The workshop model will be utilized to create opportunities for multiple learning events in specific career pathways.</p> <p>PD will continue with student centered learning model to enhance more independent student learning. Instruction with student centered model will promote more critical thinking and autonomous learning.</p> <p>Students will become familiar with the components of online learning, use of blackboard and communicating with instructors via email: all things expected in college.</p> <p>Staff will be active in the use of Virtual High School to increase educational opportunities for students.</p> <p>Student will be required to make presentations via a variety of technology to ensure readiness as employees and college students. Use of smartboards, video, power point and prezi among the modalities used.</p>	<p>50% of students in HSD will access and successfully complete a course associated with their identified career pathway as documented by a passing grade in CARS</p> <p>30% of students in HSD will access and complete a workshop associated with their identified career pathway as documented by a passing grade in CARS</p> <p>90% of staff will participate in PD as reflected by documented attendance. At least 25% of classroom instruction will be student centered learning as reflected in lesson plans and classroom observations</p> <p>5 Students will obtain at least .5 credits via Virtual High School. Grades and credits will be documented in CARS</p> <p>New Milford will maintain a learning coordinator and at least 2 staff members will be mentors in the Virtual High School. Online coordinator and mentors registered with VHS.</p> <p>All classes will require students to prepare presentations as a part of their grade. All grades and credits will be documented in CARS</p>

Goal 2: Student Retention	
Objectives: To improve the quality of student life and learning (retention) by establishing and maintaining student-centered policies, procedures, and programs that integrate students into the academic and community environment.	
Activities	Measurable Outcomes
What specific activities will be implemented?	What are the expected outcomes of these activities? How will you verify achievement of these outcomes?
<p>New students will attend orientation to NMAE 12-16 hours of career interest assessment, self reflection, learning style identification, teamwork and cooperative learning practice, accuplacer practice, study skills and note taking brush up.</p> <p>All students will be informed of the programs policies and rules.</p> <p>Students will be encouraged to take ownership of their program through participation in student council, program events and community activities.</p> <p>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.</p> <p>New Milford Adult Education classes will provide career and college ready curriculum that will assist students in identifying career goals and expose them to the skills needed to function beyond high school.</p> <p>Guidance will:</p> <ul style="list-style-type: none"> • Meet with all students routinely to establish goals and assist them in the transition process.. • 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 and issue report cards each semester. 	<p>90% of new to adult education 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 by 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.</p> <p>90% of students will obtain passing grades in orientation and transitions classes as documented in CARS.</p> <p>All HSD students will be offered career pathway 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>

<p>Goal 3: To maintain current collaborations and add one new interagency collaboration to enhance a career pathway.</p>	
<p>Objectives: To continue to expand the opportunities for students to learn about their community, the resources within that community and to experience career pathways in a real life setting</p>	
Activities	Measurable Outcomes
<p>What specific activities will be implemented?</p>	<p>What are the expected outcomes of these activities? How will you verify achievement of these outcomes?</p>
<p>Continue current collaborations: CT culinary</p> <p>C.N.A. Training</p> <p>Robotics and Beyond</p> <p>Red Cross</p> <p>Maintain Chamber of Commerce membership to keep abreast of community issues</p> <p>Maintain a collaboration with local American Job Center WIB and BRS</p> <p>Meet with community to form more career based collaborations in pathways such as: Early Childhood Education, IT, Manufacturing</p> <p>Use local speakers from government, social services, law enforcement as relates to curriculum and career pathways.</p> <p>Provide speakers from a variety of postsecondary programs and the military to provide students with information and the opportunity to ask questions in a supportive environment.</p>	<p>At least 1 student will successfully complete the full certificate program as documented in CARS.</p> <p>At least 2 students will successfully complete the full certificate program as documented in CARS.</p> <p>Students will continue to explore the manufacturing pathway as demonstrated by at least 60% of students enrolled in Trade workshop, earning a passing grade and credit toward their high school diploma.</p> <p>At least 4 students will successfully complete certification as documented in CARS.</p> <p>As demonstrated by paid invoice for yearly membership</p> <p>American Job Center onsite monthly. Documentation of visits on file in AE office.</p> <p>At least 1 new collaboration will be made as documented by workshop in CARS</p> <p>Students will have a better understanding of how real life applies to the curriculum. Students will complete an evaluation of each speaker and the topic and place it in their portfolio.</p> <p>Students will have a better understanding of the postsecondary opportunities available to them. Students will complete an evaluation of each speaker and the topic and place it in their portfolio.</p>

Professional and Organizational Learning Plan

Please indicate those professional learning (PL) needs that you have identified for your staff and program by thoroughly completing the chart below. PL needs should relate to the 2019-20 program quality goals (pages 4 and 5). 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 Learning Activities FY 2019-20					
Identified PL Need	Goal #	Proposed Approaches, Resources, Strategies, Techniques and/or Instructional Programs, etc.	Expected Outcomes	Number of Staff to be Served	Total Anticipated Cost
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.	4	\$750
Statewide Policy Forum, Facilitator Training, CARS, Workforce, Disabilities Workshops	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.	3	\$408
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.	10	\$1,390
Professional Development Student centered learning, classroom management and proper documentation	1,2,3	Professional Development Workshops– Areas of Concentration : Providing more opportunities for student leadership, independent learning and student collaboration Proper documentation on progress notes, classroom participation etc	Curriculum will be in alignment with College and Career Readiness (CCR) standards in a variety of career pathways with more student involvement and leadership	10	\$4,000

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 State Board of Education and the Connecticut State Department of Education;
- E. Grant funds shall not be used to supplant funds normally budgeted by the agency;
- F. Fiscal control and accounting procedures will be used to ensure proper disbursement of all funds awarded;
- G. The applicant will submit a final project report (within 60 days of the project completion) and such other reports, as specified, to the Connecticut State Department of Education, including information relating to the project records and access thereto as the Connecticut State Department of Education may find necessary;
- H. The Connecticut State Department of Education reserves the exclusive right to use and grant the right to use and/or publish any part or parts of any summary, abstract, reports, publications, records and materials resulting from this project and this grant;
- I. If the project achieves the specified objectives, every reasonable effort will be made to continue the project and/or implement the results after the termination of state/federal funding;
- J. The applicant will protect and save harmless the State Board of Education from financial loss and expense, including legal fees and costs, if any, arising out of any breach of the duties, in whole or part, described in the application for the grant;
- K. At the conclusion of each grant period, the applicant will provide for an independent audit report acceptable to the grantor in accordance with Sections 7-394a and 7-396a of the Connecticut General Statutes, and the applicant shall return to the Connecticut State Department of Education any moneys not expended in accordance with the approved program/operation budget as determined by the audit;
- L. **REQUIRED LANGUAGE (NON-DISCRIMINATION)**
References in this section to "contract" shall mean this grant agreement and to "contractor" shall mean the Grantee.
(a) For purposes of this Section, the following terms are defined as follows:
- i. "Commission" means the Commission on Human Rights and Opportunities;
 - ii. "Contract" and "contract" include any extension or modification of the Contract or contract;
 - iii. "Contractor" and "contractor" include any successors or assigns of the Contractor or contractor;
 - iv. "Gender identity or expression" means a person's gender-related identity, appearance or behavior, whether or not that gender-related identity, appearance or behavior is different from that traditionally associated with the person's physiology or assigned sex at birth, which gender-related identity can be shown by providing evidence including, but not limited to, medical history, care or treatment of the gender-related identity, consistent and uniform assertion of the gender-related identity or any other evidence that the gender-related identity is sincerely held, part of a person's core identity or not being asserted for an improper purpose.
 - v. "good faith" means that degree of diligence which a reasonable person would exercise in the performance of legal duties and obligations;
 - vi. "good faith efforts" shall include, but not be limited to, those reasonable initial efforts necessary to comply with statutory or regulatory requirements and additional or substituted efforts when it is determined that such initial efforts will not be sufficient to comply with such requirements;
 - vii. "marital status" means being single, married as recognized by the State of Connecticut, widowed, separated or divorced;

New Milford Adult Education

- viii. "mental disability" means one or more mental disorders, as defined in the most recent edition of the American Psychiatric Association's "Diagnostic and Statistical Manual of Mental Disorders", or a record of or regarding a person as having one or more such disorders;
- ix. "minority business enterprise" means any small contractor or supplier of materials fifty-one percent or more of the capital stock, if any, or assets of which is owned by a person or persons: (1) who are active in the daily affairs of the enterprise, (2) who have the power to direct the management and policies of the enterprise, and (3) who are members of a minority, as such term is defined in subsection (a) of C.G.S. § 32-9n; and
- x. "public works contract" means any agreement between any individual, firm or corporation and the State or any political subdivision of the State other than a municipality for construction, rehabilitation, conversion, extension, demolition or repair of a public building, highway or other changes or improvements in real property, or which is financed in whole or in part by the State, including, but not limited to, matching expenditures, grants, loans, insurance or guarantees.

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

- (b) (1) The Contractor agrees and warrants that in the performance of the Contract such Contractor will not discriminate or permit discrimination against any person or group of persons on the grounds of race, color, religious creed, age, marital status, national origin, ancestry, sex, gender identity or expression, intellectual disability, mental disability or physical disability, including, but not limited to, blindness, unless it is shown by such Contractor that such disability prevents performance of the work involved, in any manner prohibited by the laws of the United States or of the State of Connecticut; and the Contractor further agrees to take affirmative action to insure that applicants with job-related qualifications are employed and that employees are treated when employed without regard to their race, color, religious creed, age, marital status, national origin, ancestry, sex, gender identity or expression, intellectual disability, mental disability or physical disability, including, but not limited to, blindness, unless it is shown by the Contractor that such disability prevents performance of the work involved; (2) the Contractor agrees, in all solicitations or advertisements for employees placed by or on behalf of the Contractor, to state that it is an "affirmative action-equal opportunity employer" in accordance with regulations adopted by the Commission; (3) the Contractor agrees to provide each labor union or representative of workers with which the Contractor has a collective bargaining Agreement or other contract or understanding and each vendor with which the Contractor has a contract or understanding, a notice to be provided by the Commission, advising the labor union or workers' representative of the Contractor's commitments under this section and to post copies of the notice in conspicuous places available to employees and applicants for employment; (4) the Contractor agrees to comply with each provision of this Section and C.G.S. §§ 46a-68e and 46a-68f and with each regulation or relevant order issued by said Commission pursuant to C.G.S. §§ 46a-56, 46a-68e, 46a-68f and 46a-86; and (5) the Contractor agrees to provide the Commission on Human Rights and Opportunities with such information requested by the Commission, and permit access to pertinent books, records and accounts, concerning the employment practices and procedures of the Contractor as relate to the provisions of this Section and C.G.S. § 46a-56. If the contract is a public works contract, municipal public works contract or contract for a quasi-public agency project, the Contractor agrees and warrants that he or she will make good faith efforts to employ minority business enterprises as subcontractors and suppliers of materials on such public works or quasi-public agency projects.
- (c) Determination of the Contractor's good faith efforts shall include, but shall not be limited to, the following factors: The Contractor's employment and subcontracting policies, patterns and practices; affirmative advertising, recruitment and training; technical assistance activities and such other reasonable activities or efforts as the Commission may prescribe that are designed to ensure the participation of minority business enterprises in public works projects.
- (d) The Contractor shall develop and maintain adequate documentation, in a manner prescribed by the Commission, of its good faith efforts.
- (e) The Contractor shall include the provisions of subsection (b) of this Section in every subcontract or purchase order entered into in order to fulfill any obligation of a contract with the State and in every subcontract entered into in order to fulfill any obligation of a municipal public works contract for a quasi-public agency project, and such provisions shall be binding on a subcontractor, vendor or manufacturer unless exempted by regulations or

New Milford Adult Education

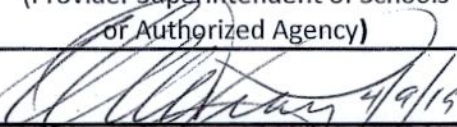
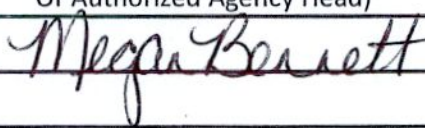
orders of the Commission. The Contractor shall take such action with respect to any such subcontract or purchase order as the Commission may direct as a means of enforcing such provisions including sanctions for noncompliance in accordance with C.G.S. § 46a-56, as amended; provided if such Contractor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

- (f) The Contractor agrees to comply with the regulations referred to in this Section as they exist on the date of this Contract and as they may be adopted or amended from time to time during the term of this Contract and any amendments thereto.
 - (g) (1) The Contractor agrees and warrants that in the performance of the Contract such Contractor will not discriminate or permit discrimination against any person or group of persons on the grounds of sexual orientation, in any manner prohibited by the laws of the United States or the State of Connecticut, and that employees are treated when employed without regard to their sexual orientation; (2) the Contractor agrees to provide each labor union or representative of workers with which such Contractor has a collective bargaining Agreement or other contract or understanding and each vendor with which such Contractor has a contract or understanding, a notice to be provided by the Commission on Human Rights and Opportunities advising the labor union or workers' representative of the Contractor's commitments under this section, and to post copies of the notice in conspicuous places available to employees and applicants for employment; (3) the Contractor agrees to comply with each provision of this section and with each regulation or relevant order issued by said Commission pursuant to C.G.S. § 46a-56; and (4) the Contractor agrees to provide the Commission on Human Rights and Opportunities with such information requested by the Commission, and permit access to pertinent books, records and accounts, concerning the employment practices and procedures of the Contractor which relate to the provisions of this Section and C.G.S. § 46a-56.
 - (h) The Contractor shall include the provisions of the foregoing paragraph in every subcontract or purchase order entered into in order to fulfill any obligation of a contract with the State and such provisions shall be binding on a subcontractor, vendor or manufacturer unless exempted by regulations or orders of the Commission. The Contractor shall take such action with respect to any such subcontract or purchase order as the Commission may direct as a means of enforcing such provisions including sanctions for noncompliance in accordance with C.G.S. § 46a-56 as amended; 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 regarding a State contract, the Contractor may request the State of Connecticut to enter into any such litigation or negotiation prior thereto to protect the interests of the State and the State may so enter.
- M. The grant award is subject to approval of the Connecticut State Department of Education and availability of state or federal funds.
- N. The applicant agrees and warrants that Sections 4-190 to 4-197, inclusive, of the Connecticut General Statutes concerning the Personal Data Act and Sections 10-4-8 to 10-4-10, inclusive, of the Regulations of Connecticut State Agencies promulgated there under are hereby incorporated by reference.

SIGNATORY AUTHORIZATION

IMPORTANT: 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 A-N listed on pages 7-9.

DISTRICT/AGENCY NAME	District Code	SIGNATURE (Provider Superintendent of Schools or Authorized Agency)	PROVIDER DISTRICT Budget Total (state/local dollars)
PROVIDER DISTRICT:	096		\$108,109
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	212		\$2,400
02			
03			
04			
05			
06			
07			
08			
09			
10			
11			
12			
13			
14			
15			
16			
17			
18			
19			
20			
Total Anticipated Payments from COOPERATORS ONLY:			2,400

During the program year, any change in program plan or budget requires a program modification signed by the providing agency head and subsequently approved by the CSDE.

NO MODIFICATIONS WILL BE ACCEPTED AFTER MARCH 15, 2020.

New Milford Adult Education Profile Report for 2019

Program Information

Program/District: New Milford	Director: Joshua Smith
Cooperating Districts: REG DIST #12	
Total Grant Funds: State / Local: \$108,898 Federal: \$83,000	Number of Program Sites: 2

Community Needs:

Number (Percent) of Adult Population, 18 or older, without a high school diploma: 1,665 (6.1%)
 Number (Percent) of Adult Population, 18 or older, who do not speak English well: 318 (1.2%)

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	20	0	1	1	1
Adult High School Credit Diploma Program	1,166	33	26	59	354
Citizenship	12	3	2	5	11
English as a Second Language (ESL)	346	21	12	33	39
Total:	1,544	57	41	98	405

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

Age	Females	Males	Total
16 - 18	14	18	32
19 - 24	5	5	10
25 - 44	22	9	31
45 - 54	9	5	14
55 - 59	6	2	8
60+	1	2	3
Total:	57	41	98

Ethnicity	Females	Males	Total
Hispanic/Latino	28	20	48
Not Hispanic/Latino	29	21	50
Total:	57	41	98

Race	Females	Males	Total
American Indian/Alaskan Native	1	0	1
Asian	4	0	4
Black / African American	2	1	3
Two or More Races	3	2	5
White	19	18	37
Total:	29	21	50

Student Characteristics at Entry

Entry Status	Number
Employed	64
Unemployed - Seeking Employment	26
Unemployed - Not Seeking Employment	8
On Public Assistance	0
Homeless	0
Immigrant	0
With a Disability	0
Even Start	0
Parent of Child(ren)	
5 years of age or younger	8
6 to 10 years of age	7
11 to 18 years of age	9

Goals/Reasons for Enrollment	Number
Enter Employment	9
Retain Employment	3
Earn a Diploma	49
Enter Postsecondary	13
Improve Basic Skills	40
Progress Towards Diploma	18
Enhance Family Literacy	15
Earn Citizenship	12
Vote	8
Use Community Services	5
Enter Military	1
Court Ordered	0
Required for Public Assistance	3

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:			0.00%	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	11	38	70.00%	81.82%	72.73%	54.55%	81.82%
Low Beginning	1	40	52.63%	100.00%	0.00%	0.00%	100.00%
High Beginning	1	12	24.00%	0.00%	0.00%	0.00%	0.00%
Low Intermediate	7	30	53.27%	0.00%	0.00%	0.00%	14.29%
High Intermediate	3	33	70.42%	66.67%	66.67%	66.67%	66.67%
Total:	23	153	61.93%	52.17%	43.48%	34.78%	56.52%

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	20	109	55.60%	0.00%	0.00%
Students with 11 or more credits	39	143	66.00%	7.69%	28.21%
Total:	59	252	62.71%	5.08%	18.64%

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 4 Competency Areas	% Completing Level
	0	0	0.00%	0.00%
Total:	0	0	0.00%	0.00%

Supplemental Information

Percent Functioning Below Intermediate Level at Program Year

	Listening	Reading
English as a Second Language	100%	78%

Percent Functioning Below Adult Secondary Level at Entry

	Reading	Math
Adult High School Credit Diploma Program	61%	81%
General Educational Development	0%	100%

Retention Summary

Program Area	Attendance	Students	Students with Pre Test
ABE/GED (Combines ABE and GED)	1+ Hours	1 (100%)	0 (0%)
	12+ Hours	1 (100%)	0 (0%)
ESL (Combines ESL and Citizenship)	1+ Hours	50 (100%)	25 (50%)
	12+ Hours	38 (76%)	23 (60%)
Credit Diploma Program	1+ Hours	65 (100%)	0 (0%)
	12+ Hours	59 (90%)	0 (0%)

Performance by Skill Area

	Students with Pre and Post Test Scores	% Making Gains
Reading	12	83%

Total CDP Credits Awarded (CDP Programs Only)

CDP Documentation	Classroom	Independent Study	Total
English	28.75	1.00	29.75
Math	10.75	0.50	11.25
Science	13.50		13.50
Social Studies - Civics	1.00	1.00	2.00
Social Studies - Other	0.00		0.00
Voc Ed / Art	4.00		4.00
Electives	16.00	1.00	17.00
Total:	74.00	3.50	77.50

Staff Information

Program Area	Number of Staff
Citizenship	1
ABE	0
ESL	4
GED	1
CDP	12
EDP	0
Counselors	1

GED Test Summary

	Taking Entire Test	Passed	Passed with Honors	No Show	Failed	Incomplete
	0	0	0	0	0	0
Total:	0	0	0	0	0	0

Total Diplomas Awarded

Hours Attended	Credit Diploma	National External Diploma	CT GED	Provider Reported GED
Under 12	0	0	0	0
12 or more	11	0	0	0
Total:	11	0	0	0

Printed On
4/3/2019

FISCAL YEAR: 2020

ED-114 BUDGET FORM

GRANTEE NAME:	New Milford Adult Education	TOWN CODE:096
GRANTEE TITLE:	ADULT EDUCATION PROVIDER	
PROJECT TITLE:		
FUND: 11000	SPID: 17030	YEAR: 2020
	PROG: 84002	CFI: 170013
GRANT PERIOD: 07/01/2019- 06/30/2020	AUTHORIZED AMOUNT: \$	
AUTHORIZED AMOUNT BY SOURCE:		
LOCAL:	COOP DUE:	STATE:

CODES	DESCRIPTIONS	STATE/LOCAL	COOP REV	TOTAL
111A	NON-INSTRUCTIONAL	\$68,911	\$0	\$68,911
111B	INSTRUCTIONAL	\$23,415	\$2,400	\$25,815
200	PERSONAL SERVICES-EMPLOYEE BENEFITS	\$7,252	\$0	\$7,252
322	IN SERVICE	\$458	\$0	\$458
330	EMPLOYEE TRAINING AND DEVELOPMENT SERVICES	\$0	\$0	\$0
400	PURCHASED PROPERTY SERVICES	\$0	\$0	\$0
500	OTHER PURCHASED SERVICES	\$7,223	\$0	\$7,223
600	SUPPLIES	\$850	\$0	\$850
700	PROPERTY	\$0	\$0	\$0
	TOTAL	\$108,109	\$2,400	\$110,509

ORIGINAL REQUEST
DATE

STATE DEPARTMENT OF EDUCATION
PROGRAM MANAGER AUTHORIZATION

REVISED REQUEST DATE

DATE OF APPROVAL

200 Employee Benefits

Total

\$7,252

Line Item	Description	Number of Eligible Employees	Type of Benefit/Comp	Benefit Percentage FICA + Medicare -7.65% Medicare - 1.45%	% Attributed to Mandate	Amount Benefit/Wages/Compensation	Total Annual Benefits
111A	Cigna Health benefits	1	Health Insurance		98.00%	\$7,400	\$7,252

To clear a cell: Right click on cell then choose "Clear Contents"

322 Inservice (Instructional Program Improvement Services)

Total:

\$458

Organization or Presenter(s) (enter at least 6 characters)	Purpose/Service Description	Cost Per Item	Quantity/Duration	Unit of Quantity/Duration	Total Annual Expenditure
Chamber	membership	100.00	1	year	\$100
CAACE	workshops	179.00	2	year	\$358

330 Employee Training and Development Services

Total:

\$0

Vendor (enter at least 6 characters)	Purpose/Service Description (enter at least 6 characters)	Cost Per Item	Quantity/Duration	Unit of Quantity/Duration	Total Annual Expenditure

To clear a cell: Right click on cell then choose "Clear Contents"

EDIT CHECK: This section must be completed by someone other than the individual designated on page one.

Place a check mark (✓) on the line by each item reviewed.
If a particular item is "not applicable," indicate with "N/A."

1. **Page 1** Application Information Lines 1–7 accurately completed.
2. **Page 1** Line 3 has been signed by director/coordinator.
3. **Page 1** Proposed Budget Lines 1–5 completed.
4. **Page 2** Tables 1 and 2—all columns completed.
5. **Pages 4-5** Program Quality Goals, Objectives, Activities and Measurable Outcomes provided.
6. **Page 6** The Professional and Organizational Development Chart completed.
7. **Page 10** Bears the original signature of **provider** superintendent or authorized agency head.
 - The Provider District state/local budget total entered in the appropriate Column.
 - The original signature(s) of **cooperator** superintendent(s) and/or authorized agency head(s) for each **cooperator** (if applicable).
 - Cooperator district codes entered numerically.
 - Cooperator payments to provider entered.
 - Total entered is for cooperator payments ONLY.**
8. **Attachment** The current Program Profile is included.
9. **Attachment** The Excel Budget Template is included.
10. **Attachment** A current copy of a building lease or rental agreement(s) is enclosed.
11. **E-mail** The entire Excel Budget Template e-mailed to the program manager.
12. **Page 11** Edit Check completed by:

Signature: <i>Ellen M. Bossini</i>	Date: <i>4/11/19</i>
Print Name: <i>Ellen BOSSINI</i>	Title: <i>AE Secretary</i>

NEW MILFORD PUBLIC SCHOOLS

Office for Student Affairs
50 EAST STREET
NEW MILFORD, CONNECTICUT 06776
(860) 354-2654 FAX (860) 210-2682



Laura M. Olson
Director of Special Services

MEMORANDUM

TO: Dr. Stephen Tracy, Interim Superintendent
FROM: Laura M. Olson
DATE: May 6, 2019
RE: IDEA Grant

Attached you will find the Budget Narrative and State Budget pages for the IDEA, Part B, Section 611 and Section 619 grants. These are entitlement grants, not competitive grants, and funds must be spent on activities that support district goals for special education students. IDEA-611 is for students 3-21 years old and IDEA-619 is solely for activities supporting children 3-5 years old. The major expenditures for each of these grants are on staffing. The budget narrative pages explain the full-time equivalents and the actual expenditure line for each category. The IDEA-611 grant is \$926,284. and IDEA-619 is \$32,887.

District Goals supporting the grants:

1. To increase opportunities for all students with disabilities meaningful learning time with nondisabled peers.
2. To increase parent partnerships in the participation of their child's educational program.
3. To increase opportunities for students with disabilities to access technology, to promote communication, access to general curriculum and learning.
4. To provide appropriate instruction for students with specific learning and behavioral needs.
5. To increase the proficiency and accuracy of paperwork, written goals and data related to special education.
6. To promote best practices for transition planning.
7. To promote best special education preschool programming within a fully inclusive environment with nondisabled typical peers.
8. To enhance preschool programming addressing state Preschool Curriculum and other best practices.

Budget Overview

New Milford School District (096-000) Public School District - FY 2020 - IDEA - Rev 0 - IDEA 611

Filter by Location: ▼

Purpose	01 - Public School Activities	02 - Private School Activities	Total
Object			
111A - Non-Instructional Salaries	75,600.00	0.00	75,600.00
111B - Instructional Salaries	658,186.00	26,233.52	684,419.52
322 - In Service	37,458.48	0.00	37,458.48
323 - Pupil Services (Non-Payroll)	68,919.00	0.00	68,919.00
325 - Parent Activities	1,000.00	0.00	1,000.00
330 - Employee Training (Non-Direct Services)	19,000.00	0.00	19,000.00
580 - Travel	500.00	0.00	500.00
600 - Supplies - Technology/Instructional	6,500.00	0.00	6,500.00
Total	867,163.48	26,233.52	893,397.00
		Allocation	893,397.00

Budget

New Milford School District (096-000) Public School District - FY 2020 - IDEA - Rev 0 - IDEA 619

Object	Total
111A - Non-Instructional Salaries	\$0.00
111B - Instructional Salaries	\$23,605.00
200 - Personal Services - Employee Benefits	\$0.00
321 - Tutors (Instructional, Non-Payroll)	\$0.00
322 - In Service	\$500.00
323 - Pupil Services (Non-Payroll)	\$7,731.00
324 - Field Trips	\$0.00
325 - Parent Activities	\$500.00
330 - Employee Training (Non-Direct Services)	\$0.00
340 - Other Professional Services	\$0.00
341 - Audit	\$0.00
350 - Technical Services	\$0.00
440 - Rentals	\$0.00
450 - Construction Services	\$0.00
510 - Student Transportation Services	\$0.00
530 - Communications	\$0.00
560 - Tuition	\$0.00
580 - Travel	\$0.00

600 - Supplies - Technology/Instructional	\$0.00
730 - Equipment	\$0.00
734 - Technology Related Hardware	\$551.00
735 - Technology Software	\$0.00
917 - Indirect Costs	\$0.00
	Total \$32,887.00
	Allocation \$32,887.00
	Remaining \$0.00

NEW MILFORD PUBLIC SCHOOLS
Office of the Assistant Superintendent
50 East Street
New Milford, Connecticut 06776
(860) 354-3235 FAX (860) 210-2643



Alisha DiCorpo
Assistant Superintendent of Schools

TO: Dr. Stephen Tracy
FROM: Alisha DiCorpo (AD)
DATE: April 29, 2019
RE: Title III Immigration Grant Competitive

This year the state opened up the Title III immigration grant to all towns in the state **as a competitive grant**, whereas in the past it was an entitlement grant, meaning that districts who qualified, automatically received the funds; now districts must compete for the funds, if they meet the criteria had an opportunity to do so.

In order to apply for the grant, the district had to meet the following criteria:

1. Experience a substantial increase (defined as at least 2%), as compared to the average of the two preceding fiscal years in the percentage or number of immigrant children and youth enrolled in public and non-public elementary and secondary schools. (New Milford fits this criteria).
 - a. Immigrant children and youth are defined as: "Individuals who are ages 3-21; were not born in any state; and have not been attending one or more schools in any one or more states for more than a total of three full academic years."
2. The total public enrollment of immigrant children qualified NMPS, therefore I wrote the grant: NMPS 63, Private Schools, 4 (Canterbury) Total enrollment of immigrant youth and children in NMPS: 67.

The funds allowed will be used for an EL coordinator part time which fell under Criteria B: "Recruitment of and support for, personnel, including teachers and paraprofessionals who have been specifically trained, or are being trained, to provide services to immigrant children and youth."

This grant will be presented to the BOE at the May Operations meeting.

The total approved amount from the state that the district will be receiving is \$48,501.



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Program Instruction and Guidance

New Milford School District (096-000) Public School District - FY 2019 - Consolidated - Title III Immigrant - Rev 0 - Title III Immigrant

Overview of State and Federal Requirements

The Connecticut State Department of Education (CSDE) manages the Language Instruction for Immigrant Students and Youth Grant (LIISYG) from the U.S. Department of Education. The purpose of this grant is to assist eligible local educational agencies (LEAs) that experience substantial increases in immigrant children and youth student population to:

- (1) help ensure that immigrant children and youth attain English proficiency and develop high levels of academic achievement in English;
- (2) assist all immigrant children and youth to achieve at high levels in academic subjects so that they can meet the same challenging State academic standards that all children are expected to meet;
- (3) assist teachers (including preschool teachers), principals and other school leaders, State educational agencies, local educational agencies, and schools in establishing, implementing, and sustaining effective language instruction educational programs designed to assist immigrant children and youth;
- (4) assist teachers (including preschool teachers), principals and other school leaders, State educational agencies, and local educational agencies to develop and enhance their capacity to provide effective instructional programs designed to prepare immigrant children and youth to enter all-English instructional settings; and
- (5) promote parental, family, and community participation in language instruction educational programs for the parents, families, and communities of immigrant children and youth.

The Language Instruction for Immigrant Students and Youth program will operate during the 2018-2019 school year as a competitive grant. LEAs may apply if they are eligible.

Eligible Applicants

Under Title 20, of the United States Code 6824(d)(1), 15 percent of the CSDE's allotment will be reserved for those school districts that have experienced a substantial increase, as compared to the average of the two preceding fiscal years in the percentage or number of immigrant children and youth enrolled in public and non-public elementary and secondary schools in the geographic areas under the jurisdiction of, or served by, such school districts. For the purpose of this grant, the CSDE has defined "substantial increase" as an increase of at least two (2) percent.

Definitions

Immigrant children and youth: Individuals who (1) are ages 3 to 21; (2) were not born in any state; and (3) have not been attending one or more schools in any one or more states for more than a total of three full academic years.

Substantial increase: Will be defined based on the enrollment data of the last two years submitted by the district, the calculated percent of growth of at least 2 percent.

States: Under ESSA legislation, the term "State" encompasses the 50 states, the District of Columbia and the Commonwealth of Puerto Rico.

[DiCorpo, Alisha](#)

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Proposal Review

Applications will go through a review process. Districts will be notified in writing as to the approval and final funding status of their applications.

Grant Negotiations

The content and cost of proposals are subject to negotiation prior to the final contract. All grant awards are subject to the availability of federal funds. No program activity may commence without an approved award letter from the CSDE.

Indirect Costs

Only school districts and regional educational service centers (RESCs) that have submitted indirect cost proposals for fiscal year 2018-2019 may apply for indirect costs.

Reporting

A final report questionnaire-2018-2019 Title III Annual Evaluation Report (AER) will be due June 2019. This reporting form will be available in the Electronic Grants Management System (eGMS) to all successful grantees. Grantees shall submit the AER through the eGMS by the date stated on the document.

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[DiCorpo, Alisha](#)

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Program Details

New Milford School District (096-000) Public School District - FY 2019 - Consolidated - Title III Immigrant - Rev 0 - Title III Immigrant

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Statistical Data

Total Public and Private PK-12 School Enrollment			Total Public and Private School Enrollment of Eligible Immigrant Students		
Public:	*	4,135	Public:	*	63
Private:	*	131	Private:	*	4
Total:		4,266	Total:		67

Immigrant Children and Youth Subgrant Narrative

1. Indicate the activity or activities that best describe how the LEA plans to use the funds. In general, an eligible entity receiving funds under Section 3114(d) (1) of the ESSA shall use the funds to pay for activities that provide enhanced instructional opportunities for immigrant children and youth, which may include:

Check if using funds for allowable activities described	Allowable Activities
<input type="checkbox"/>	(A) family literacy, parent and family outreach, and training activities designed to assist parents and families to become active participants in the education of their children;
<input checked="" type="checkbox"/>	(B) recruitment of, and support for, personnel, including teachers and paraprofessionals who have been specifically trained, or are being trained, to provide services to immigrant children and youth;
<input type="checkbox"/>	(C) provision of tutorials, mentoring, and academic or career counseling for immigrant children and youth;
<input type="checkbox"/>	(D) identification, development, and acquisition of curricular materials, educational software, and technologies to be used in the program carried out with awarded funds;
<input type="checkbox"/>	(E) basic instructional services that are directly attributable to the presence of immigrant children and youth in the local educational agency involved, including the payment of costs of providing additional classroom supplies, costs of transportation, or such other costs as are directly attributable to such additional basic instructional services;

(F) other instructional services that are designed to assist immigrant children and youth to achieve in elementary schools and secondary schools in the United States, such as programs of introduction to the educational system and civics education; and

(G) activities, coordinated with community-based organizations, institutions of higher education, private sector entities, or other entities with expertise in working with immigrants, to assist parents and families of immigrant children and youth by offering comprehensive community services.

* 2. Describe how the LEA will implement the program to meet the needs of immigrant children and youth.

The district would use the funding in order to hire a coordinator to work with teachers, families and the community to create an organized system of supports for instruction, family engagement opportunities in the schools as well as providing community outreach for parents and families who need access to various services.

* 3. Explain how the LEA will measure the effectiveness of the program/programs implemented using Immigrant Children and Youth Subgrant funds.

The appropriateness of the programs will be measured by surveys to constituents involved as well as the amount of contact that has been made to community agencies, measuring the number of opportunities provided to parents to be engaged and supported in the learning process and the school and of course academic achievement data analysis to determine if gains in reading achievement have been made. This person will also be evaluated using the CCT to establish the effectiveness of the goals that are set with regard to instruction and parent engagement for example.

* 4. Explain how the LEA will sustain these activities.

If the coordinator role improves teachers supports to students resulting in academic and social emotional gains and if families become more engaged as a result of this hire, then the role will position will be proposed to be placed in the budget for the next academic year, 2020-2021. Additionally, the role will memorialize instructional strategies and tools that teachers can integrate into daily lessons. Ideas and successful opportunities for families to engage with the school will be carried out year over year.

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STATE OF CONNECTICUT
DEPARTMENT OF EDUCATION



TO: Sponsors of the National School Lunch Program

FROM: John D. Frassinelli, Chief 
Bureau of Health/Nutrition, Family Services and Adult Education

DATE: January 28, 2019

SUBJECT: Operational Memorandum No. 05-19
Process for Submitting the Healthy Food Certification (HFC) Statement for
School Year 2019-20

This memo summarizes the requirements for submitting the 2019-20 HFC Statement to the Connecticut State Department of Education (CSDE). It also provides information on the Connecticut Nutrition Standards (CNS), HFC resources, and state beverage requirements.

Annual HFC Statement

Section 10-215f of the Connecticut General Statutes (C.G.S.) requires that each local board of education or governing authority for all Connecticut public school districts participating in the National School Lunch Program (NSLP) must **take action annually** to certify whether all food items sold to students separately from reimbursable meals will or will not meet the CNS. This includes all public schools, regional educational service centers, the Connecticut Technical High School System, charter schools, interdistrict magnet schools, and endowed academies.

For school year 2019-20, the HFC period is July 1, 2019, through June 30, 2020. All public school districts participating in the NSLP must submit the online Healthy Food Certification Statement (Addendum to Agreement for Child Nutrition Programs (ED-099)) by **July 1, 2019**. The vote by the board of education or governing authority on whether to participate in HFC must occur by July 1, 2019, or the district is ineligible for HFC during school year 2019-20.

HFC Application Process for 2019-20

The annual HFC Statement will be completed online in the CSDE's Online Application and Claiming System for Child Nutrition Programs (**CNP System**), as part of the district's 2019-20 application module for the U.S. Department of Agriculture's (USDA) Child Nutrition Programs. The 2019-20 module is expected to be available in the CNP System in **May 2019**. The CSDE will notify sponsors when the module is open and the HFC application module becomes available.

In the meantime, public school sponsors of the NSLP **must follow the procedures below** to ensure timely submission of the 2019-20 HFC Statement by the deadline of July 1, 2019.

1. Schedule the HFC votes at a meeting of your board of education or governing authority that occurs **before June 30, 2019**. The board of education or governing authority for each public school that participates in the NSLP must vote "yes" or "no" on whether to

implement the healthy food option, i.e., follow the CNS for all foods sold to students separately from reimbursable meals. **The motion and meeting minutes for the healthy food option should include the specific criteria for the healthy food option required by C.G.S. Section 10-215f, as indicated below.**

- **Healthy food option:** Pursuant to C.G.S. Section 10-215f, the board of education or governing authority certifies that all food items offered for sale to students in the schools under its jurisdiction, and not exempted from the Connecticut Nutrition Standards published by the Connecticut State Department of Education, will comply with the Connecticut Nutrition Standards during the period of July 1, 2019, through June 30, 2020. This certification shall include all food offered for sale to students separately from reimbursable meals at all times and from all sources, including but not limited to, school stores, vending machines, school cafeterias, and any fundraising activities on school premises sponsored by the school or by non-school organizations and groups.

If the board of education or governing authority votes “yes” for the healthy food option above, the board of education or governing authority must also vote on whether to allow food exemptions. **The motion and meeting minutes for food exemptions should include the specific criteria for food exemptions required by C.G.S. Section 10-215f, as indicated below.** **Note:** If the board of education or governing authority votes “no” for the healthy food option above, a vote on whether to allow food exemptions is not required.

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

For more information, see the CSDE’s [handout, *Exemptions for Foods and Beverages in Public Schools*](#).

2. Conduct the HFC votes at the scheduled meeting of the board of education or governing authority. **Maintain a copy of the meeting minutes** indicating the results of the HFC votes for the healthy food option and food exemptions, as outlined in step 1.
 - The meeting minutes must indicate whether the board of education or governing authority voted “yes” or “no” to implement the healthy food option, and must include the specific language for “Healthy food option” in step 1.

- If the board of education or governing authority voted “yes,” for the healthy food option, the meeting minutes must also indicate whether the board of education or governing authority voted “yes” or “no” to allow food exemptions, and must include the specific language for “Exemption for food items” in step 1.
3. In **May 2019**, when the CSDE notifies districts that the HFC application module is available, complete the online HFC application module and upload the meeting minutes indicating the results of the HFC vote. **Note:** The CSDE will e-mail school nutrition programs when the 2019-20 HFC application module of the CNP System is available. Instructions on how to access the HFC application module will be provided at that time. **Please do not access the CNP System prior to receiving this notification from the CSDE.**

For additional guidance on the HFC application process, review the CSDE’s presentation, [Application Procedures for HFC](#), and visit the “[Apply](#)” section of the CSDE’s HFC webpage.

Interschool Agreements for HFC Schools

A public school or district (recipient site) that receives meals under contract from a HFC district (providing sponsor) can choose to certify for the healthy food option and follow the CNS for all foods sold to students separately from reimbursable meals. This must be indicated in section 3 of the Full-service Interschool Agreement Form between the recipient site and the providing sponsor district.

In order for the providing sponsor to receive HFC payments for any recipient sites, the interschool agreement must be submitted to the CSDE by **July 1, 2019**. If the CSDE receives the interschool agreement **after** this date, the CSDE will **not** include the recipient site’s lunch counts in the total number of reimbursable lunches used to determine HFC payments for school year 2019-20. For more information, see CSDE [Operational Memorandum No. 4-19: Interschool Agreements for School Year 2019-20](#).

Schools must submit **hard copies** of the interschool agreements to the CSDE. Interschool agreements are not submitted through the CNP Online System. The interschool agreements for school year 2019-20 are available in the “[Interschool Agreements](#)” section of the CSDE’s [Forms for School Nutrition Programs](#) webpage.

Connecticut Nutrition Standards (CNS)

The CSDE did not make any changes to the CNS for school year 2019-20. For a summary of the CNS, see the CSDE’s handout, [Summary of Connecticut Nutrition Standards for Foods in Schools](#). Additional information on the CNS is available on the CSDE’s [CNS](#) webpage. The CSDE’s [HFC](#) webpage provides numerous resources to assist districts with implementing HFC including:

- [Complying with HFC \(Presentation\)](#);
- [Ensuring District Compliance with HFC](#);
- [Guide to Competitive Foods in Schools](#);
- [Questions and Answers on Connecticut Statutes for School Food and Beverages](#);

- Requirements for Food and Beverage Fundraisers in Public Schools Choosing HFC;
- Requirements for Food and Beverages in Vending Machines in Public Schools Choosing HFC; and
- Requirements for Foods and Beverages in School Stores in Public Schools Choosing HFC.

State Beverage Requirements

As a reminder, the beverage requirements of C.G.S. [Section 10-221q](#) apply to **all public schools**, regardless of whether the district certifies for the healthy food option of HFC under C.G.S. [Section 10-215f](#). This includes all public school districts, interdistrict magnet schools, charter schools, endowed academies, and the Connecticut Technical High School System. Additional information on the beverage requirements is available on the CSDE's [Beverage Requirements](#) webpage.

C.G.S. [Section 10-221q](#) addresses requirements for the sale of beverages to students in public schools, and allows exemptions if beverage sales meet specific conditions. Beverage exemptions are not part of the annual HFC Statement, which applies only to food sales. If a public school district chooses to allow beverage exemptions, the CSDE recommends that the board of education or governing authority conducts the vote on beverage exemptions at the **same time** as the HFC vote. If the district does not have a beverage exemption in place, noncompliant beverages can never be sold to students on school premises.

The motion and meeting minutes for beverage exemptions should include the specific criteria for beverage exemptions required by C.G.S. [Section 10-221q](#), as indicated below.

- **Exemptions for beverages:** The board of education will allow the sale to students of beverages not listed in [Section 10-221q](#) of the Connecticut General Statutes provided that the following conditions are met: 1) the sale is in connection with an event occurring after the end of the regular school day or on the weekend; 2) the sale is at the location of the event; and 3) the beverages are not sold from a vending machine or school store. An "event" is an occurrence that involves more than just a regularly scheduled practice, meeting or extracurricular activity. The "school day" is the period from midnight before to 30 minutes after the end of the official school day. "Location" means where the event is being held, and must be the same place as the beverage sales.

For more information, see the CSDE's [handout, *Exemptions for Foods and Beverages in Public Schools*](#).

For questions or additional information, please contact Susan Fiore at 860-807-2075 or susan.fiore@ct.gov or Teri Dandeneau at 860-807-2079 or teri.dandeneau@ct.gov.

JDF:sff

Important: This is a numbered Connecticut State Department of Education (CSDE) operational memorandum that contains important program information. Please read carefully and retain in a binder for future reference. All CSDE operational memoranda are posted on the CSDE's [Operational Memoranda for School Nutrition Programs](#) webpage.

NEW MILFORD PUBLIC SCHOOLS

Exhibit D

Accounting Department

50 East Street

New Milford, Connecticut 06776

(860) 210-2201ext 223 FAX (860) 355-4966

To: Dr. Steve Tracy, Interim Superintendent
From: Kathy Sanders, Accounting Manager
Date: May 9, 2019
Re: Authorized Signature Change

The following action is recommended effective May 21, 2019:

The New Milford Board of Education hereby resolves that **Eric Williams, Principal**, is an authorized signatory on the following Webster Bank accounts for Hill and Plain Elementary School:

Hill and Plain Activity Master Fund
Hill and Plain Operations Master Fund

Comments:

Two signatures required on accounts.

The account numbers have been intentionally left blank.

D R A F T

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

Sending District: New Milford

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

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

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

David Lawson, Chair, New Milford Board of Education

Date

Stephen Tracy, Interim Superintendent, New Milford

Date

Anthony Amato, Chair, Region 12 Board of Education

Date

Megan Bennett, Superintendent, Region 12

Date



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

OPERATIONS SUB-COMMITTEE
 MAY 14, 2019
 ITEM OF INFORMATION 3-H

TO: Stephen Tracy, Interim Superintendent
 FROM: Anthony J. Giovannone, Director of Fiscal Services and Operations
 Date: May 10, 2019
 RE: 2018-2019 Fiscal Year End Balance

The chart below states the Budget Position as of 4/30/19 and then projects what we believe to be the Fiscal Year End balance that we will end the 2018/2019 year with taking into consideration all known variables **not including any year end projects the Board may authorize:**

MAJOR OBJECT CODE	POSITION	PROJECTION
	4/30/19	6/30/19
SALARIES	\$706,035	\$272,701
BENEFITS	\$460,131	-\$70,000
PROFESSIONAL SERVICES	\$346,613	\$112,000
PROPERTY SERVICES	\$99,865	\$45,000
OTHER SERVICES	\$372,049	\$198,000
SUPPLIES	\$265,119	\$41,000
CAPITAL	\$51,306	\$0
5 YEAR CAPITAL	\$38,716	\$0
DUES AND FEES	\$8,080	\$0
REVENUE	-\$368,162	-\$174,918
TOTAL AVAILABLE	\$1,979,753	\$423,783
PERCENT OF BUDGET	3.14%	0.67%

Revenue, showing a shortfall of \$174,918 above, is largely comprised of the expected shortfall in the amount of \$121,918 projected for Excess Cost alone. The last memo to the Board regarding Excess Cost was presented at the March 2019 meeting. At that time we had received the first of two payments for this reimbursement. The second payment is due by the end of May so by the time of the June 2019 Board of Education meeting we will know the total amount received for this revenue item for the entire 2018-2019 fiscal year.

Any amount unspent at the end of the fiscal year is at the Board's discretion to request that such funds be put into the Capital Reserve account pending the final audit that is released in January. That request to deposit the unspent fiscal year-end balance would have to be approved by both the Town Council and the Board of Finance after the Board of Education makes its request. The rear of this memo captures the history of the Board of Education fiscal year end balances for the last 10 years.

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



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

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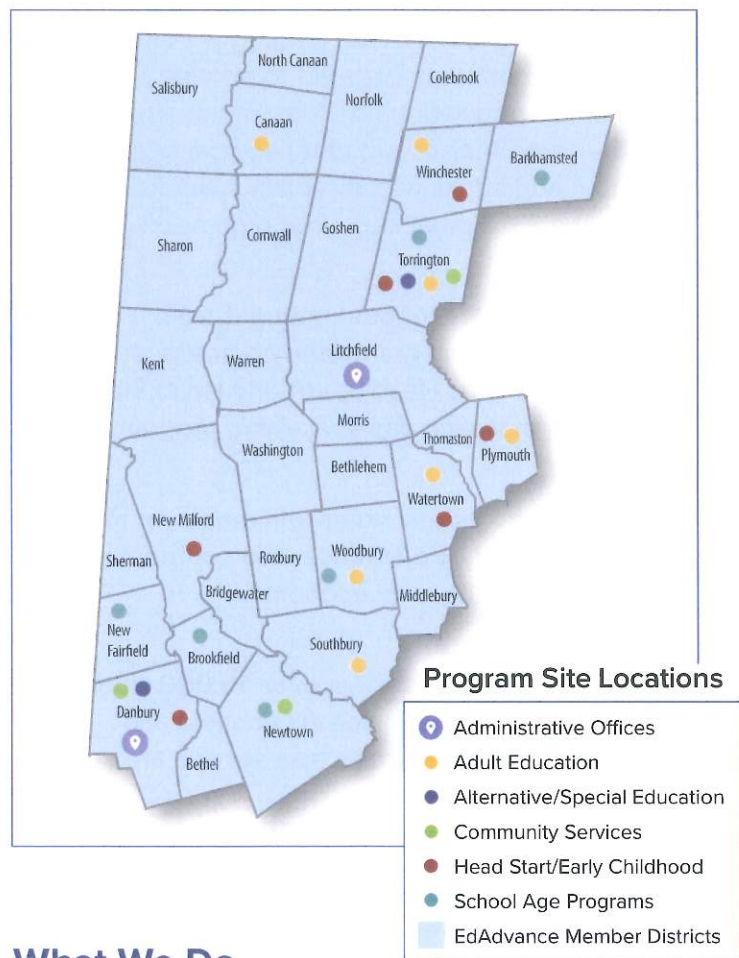
Budget Year	Total Budget	End of Year Balance	% of Budget	10 Year Average
2017/2018	\$62,810,586	\$327,903	0.52%	0.54%
2016/2017	\$61,686,660	\$194,315	0.32%	
2015/2016	\$61,178,808	\$264,406	0.43%	
2014/2015	\$60,961,778	\$237,262	0.39%	
2013/2014	\$59,634,148	\$680,562	1.14%	
2012/2013	\$57,557,533	\$770,807	1.34%	
2011/2012	\$57,194,266	\$181,209	0.32%	
2010/2011	\$56,945,211	\$3,092	0.01%	
2009/2010	\$56,945,211	\$456,774	0.80%	
2008/2009	\$56,945,211	\$49,409	0.09%	

Who We Are

Created in 1966 under Connecticut General Statute 10-66a, **EdAdvance** is a public non-profit Regional Educational Service Center (RESA). *Our mission is to promote the success of school districts and their communities. Collaboratively with them, we provide educational and related services. A continuing commitment to quality and excellence is our standard of performance.*

Our Service Area

29 School Districts; 32 Communities



What We Do

EdAdvance Programs & Services

For Schools & Districts:

- 21st Century Skills/Digital Learning (Skills21)
- Administrator/Teacher Mentoring & Leadership Development
- Alternative Education Programs
- Professional Councils
- Professional Learning, Consultation & Training Services
- Program Research & Evaluation Services
- Regional Efficiencies Collaboratives
- School Food Services
- Special Education Services
- Transition Services

For Students & Families:

- Before/After School Care & Enrichment Programs
- Birth to Three/Early Intervention Programs
- Center for Children's Therapy
- Early Childhood & Family Programs
- Family Resource Centers/School Readiness Programs
- Head Start & Early Head Start Programs (Prenatal to Five)
- Interdistrict Collaborative Programs
- Summer School & Credit Recovery Programs
- Youth Mental Health Initiatives

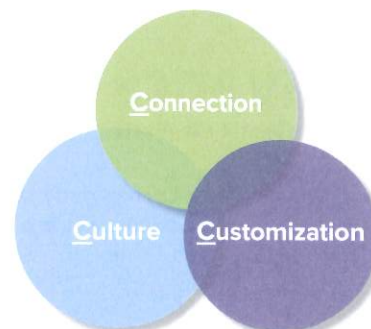
Specialized Services For Communities & Schools:

- Community & Home Supports for Individuals with Disabilities
- Driver Education Programs
- Events Planning, Catering & Conference Services
- Fingerprinting Services
- Fiscal & Back Office Services
- Grant Writing Services
- Marketing & Communications Services
- Recruiting & Personnel Services
- Technology Services & Support
- Transportation Services

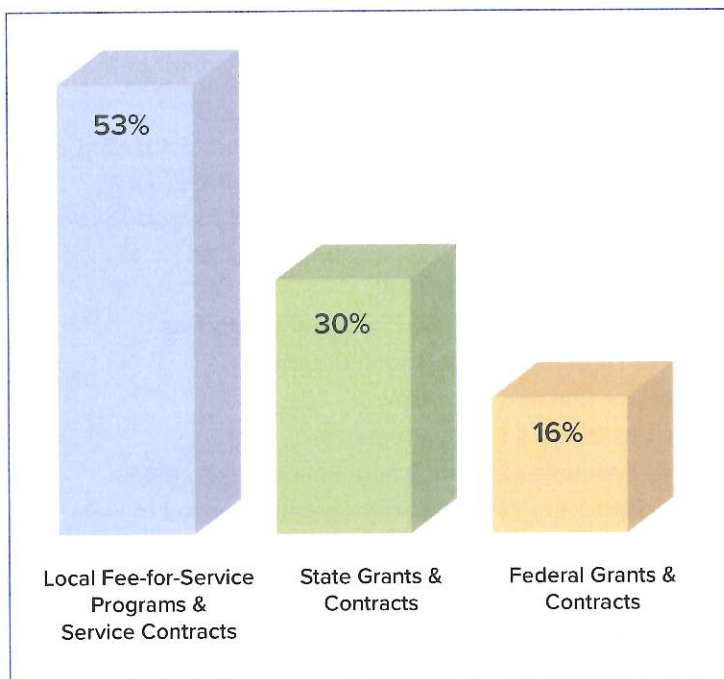
For Adult Learners:

- Career & Technical Training
- Foothills Adult & Continuing Education
- High School Completion Programs (GED, HSDP, NEDP)
- Professional Development & Training for Adult Educators
- Senior Community Employment Service Program (Title V)

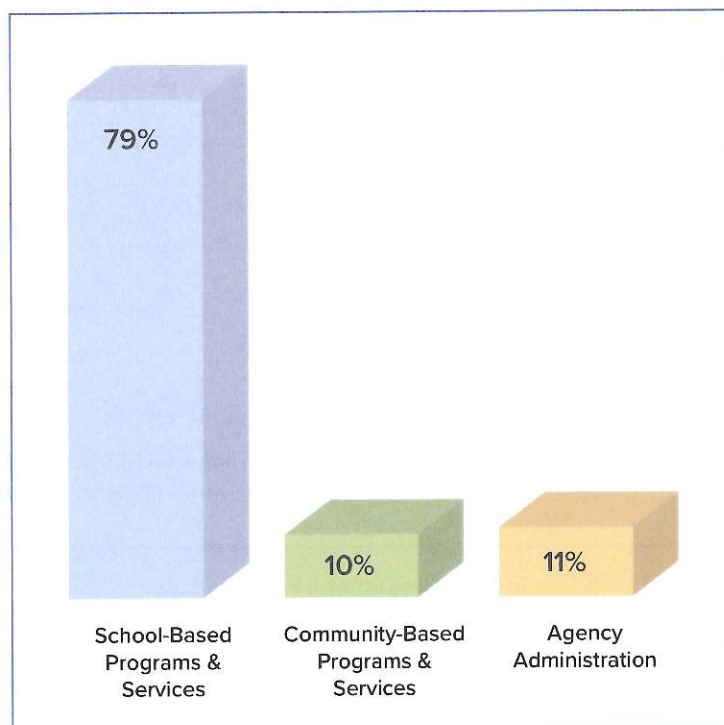
EdAdvance is redefining what a RESA can be using a systemic approach - grounded in the "3C's". Focused on local and regional priorities, we are reinvesting the expertise, energy, and resources of the agency to amplify the benefit to our constituents.



Funding Sources



What Our Funding Supports



About Our Funding

- EdAdvance and the five other RESCs in Connecticut *do not receive any direct operational funding from the state.*
- The majority (53%) of EdAdvance's funding originates from local fee-for-service contracts with schools for such services as: student transportation, special education services, personnel services, and professional learning services.
- Thirty percent (30%) of our funding is from state grants and contracts targeted to provide services for specific populations such as infants and young children with Autism and other special needs, children and adults with disabilities, adults lacking a high school diploma, and other high need groups.
- The remaining 17% of our funding is from competitive federal grants and contracts, supporting such programs as Head Start/Early Head Start and Skills21's innovative digital learning programs.
- As the second largest non-profit employer in Litchfield County, EdAdvance also contributes significantly to the local economy.
- Our 640+ employees serve over 46,000 students residing in 32 communities in Litchfield and Northern Fairfield counties (see service area map on front page).
- Over the past three years, the agency has made considerable capital and personnel investments to support the implementation and expansion of services in response to school and community needs, including, but not limited to K-12 special education services.



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Mission

EdAdvance exists to promote the success of school districts and their communities. Collaboratively with them, we provide educational and related services. A continuing commitment to quality and excellence is our standard of performance.

Vison and Focus

REDEFINING what a RESC can be !

If not us, WHY? If not us, WHO?

Culture

Connection

Customization

Over 50 Years Ago...

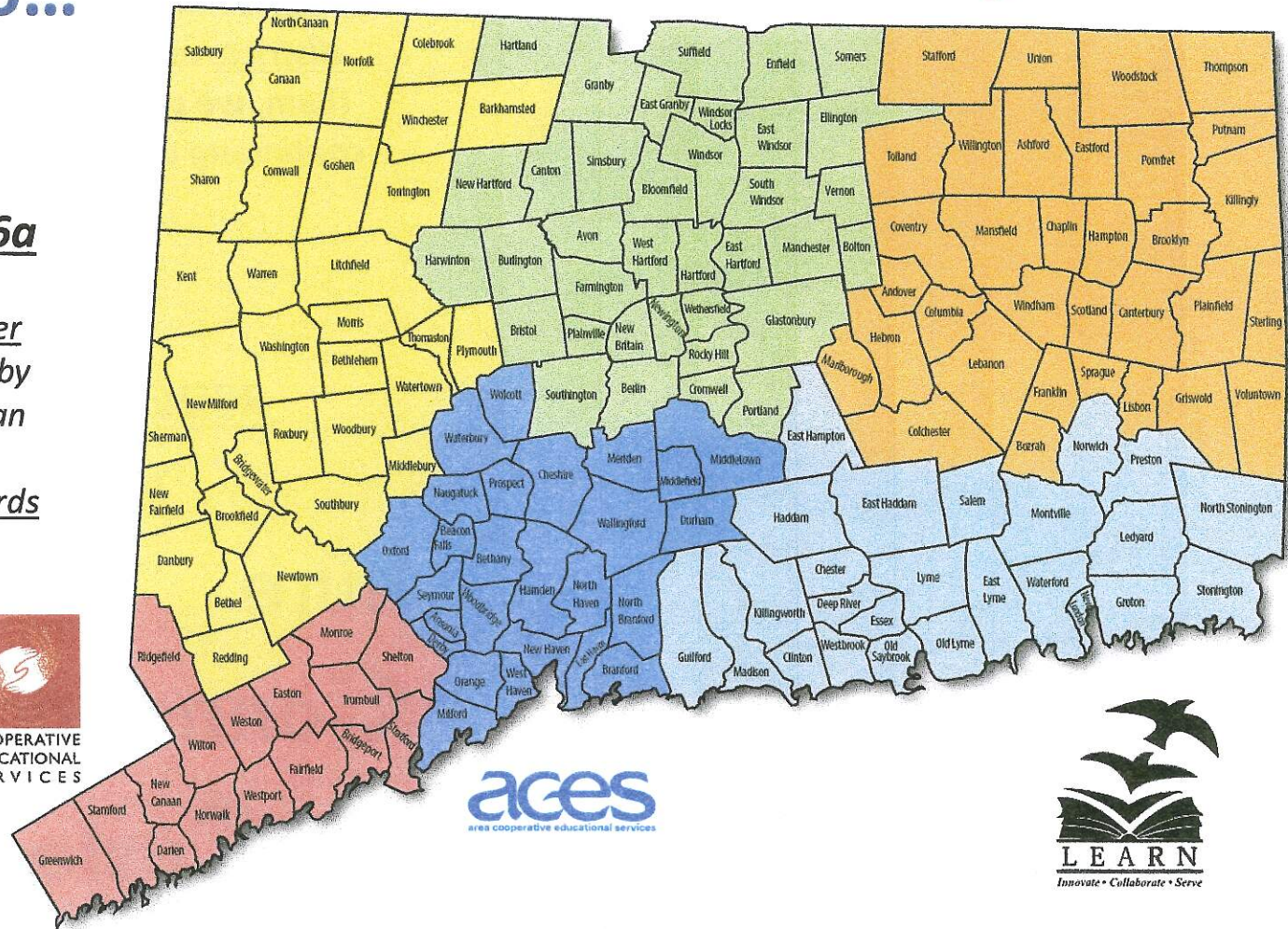
State of Connecticut General Statutes ***Chapter 164, Section 10-66a***

"A regional educational service center may be established...upon approval by the State Board of Education of a plan of organization and operation submitted by four or more local boards of education for the purpose of cooperative action to furnish programs and services."



**COOPERATIVE
EDUCATIONAL
SERVICES**

aces
area cooperative educational services



2019 RESC ALLIANCE LEGISLATIVE PRIORITIES

RESC Alliance
CONNECTICUT ALLIANCE OF REGIONAL EDUCATIONAL SERVICE CENTERS



1. Regionalism helps to ensure that all Connecticut students receive high-quality educational experiences: Incentivize opportunities for increased regional collaboration and cooperation among local school districts.

2. Magnet Schools of Choice promote equity and help to close the opportunity gap in Connecticut: Identify and support equitable and sustainable funding formulas to support magnet schools of choice.

3. Supporting young children and their families early ensures long-term success: Continue state investment in early childhood programs and initiatives and adequately fund the birth-to-three program.

4. A high-quality educational workforce ensures statewide success: Continue to support new teacher and administrator development and support minority teacher recruitment and development.

5. Support the recommendations of the Fingerprinting Task Force.



Working as One
www.rescalliance.org