

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

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

<b>DATE:</b>	<b>November 10, 2009</b>
<b>TIME:</b>	<b>7:30 P.M.</b>
<b>PLACE:</b>	<b>Sarah Noble Intermediate School – Library Media Center</b>

JUDITH BUCKBEE  
TOWN CLERK

2009 NOV -6 A 11:46

NEW MILFORD, CT

**AGENDA**

**1. CALL TO ORDER**

A. Pledge of Allegiance

**2. STAFF & STUDENT RECOGNITION**

A. Heath & Safety Committee: Barbara Hallecks, John Calhoun, Ellamae Baldelli, Darleen Cappetta, Denise Duggan, Brian Hearty, Lynn Holmes, Virginia Landgrebe, Sandy McDowell, Jill Morrison, Donald Naiman, and Laura Sotherland.

**3. PUBLIC COMMENT**

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

**4. PTO REPORT**

**5. STUDENT REPRESENTATIVES' REPORT**

**6. APPROVAL OF MINUTES**

A. Approval of the following Board of Education Meeting Minutes  
1. Regular Meeting Minutes October 13, 2009

**7. SUPERINTENDENT'S REPORT**

**8. BOARD CHAIRMAN'S REPORT**

**9. COMMITTEE REPORTS**

A. Facilities Sub-Committee - Mr. McSherry  
B. Operations Sub-Committee - Mrs. Faulenbach  
C. Policy Sub-Committee - Mrs. Llerena  
D. Committee on Learning - Mr. Lawson

**10. DISCUSSION AND POSSIBLE ACTION**

A. Exhibit A: Personnel – Certified, Non-Certified Appointments, Resignations and Leaves of Absence  
B. Monthly Reports  
1. Request for Budget Transfers  
2. Revised Purchase Resolution D-621  
3. Budget Position as of 10 /31/09  
C. Gifts & Donations  
1. Exhibit B: PTO Gifts & Donations  
D. Approval of the Following Policies:  
1. 1325 Advertising and Promotion  
2. 2112 Professional Development Opportunities  
3. 2120 Administrative Assignments

4. 2130 Job Description
5. 2131 Superintendent of Schools
6. 2133 Principal
7. 2152 Assignment of Administrative Personnel
8. 2231 Policy and Regulation Systems
9. 2240 Educational Research in District Schools
10. 4111.1/ Equal Employment Opportunity  
4211.1

E. Policy for Second Review

1. 5141.25 Students with Special Needs

F. Approval of the Following Curricula:

1. Revision of Social Studies K-12 Scope and Sequence
2. Revision of French Curriculum III and IV
3. Revision of Forensic Science
4. Revision of Advanced Auto CAD
5. Revision of Intellectual History

G. Grant Approvals

1. Consolidated Grant Application (Part II)

H. Textbook Approvals for Grade 10

**11. ITEMS FOR DISCUSSION**

1. Field Trip Report – November 2009
2. Textbook Previews
3. 2008-2009 Strategic School Profile

**12. EXECUTIVE SESSION**

- A. Status of Pending Litigation
- B. Discussion of Superintendent's Performance, Future Employment, and Contract

**13. DISCUSSION AND POSSIBLE ACTION**

- A. Discussion of Superintendent's Performance, Future Employment, and Contract

**14. ADJOURN**

**ITEMS OF INFORMATION**

Operations Sub-Committee Minutes – November 3, 2009

Policy Sub-Committee Minutes – October 20, 2009

Committee on Learning Minutes – October 20, 2009

Policy Sub-Committee Meeting November 17, 2009 – 6:30 p.m. Lillis Administration Bldg., Room 2	Operations Sub-Committee Meeting December 1, 2009 – 7:30 p.m. Lillis Administration Bldg., Room 2
Committee on Learning November 17, 2009 – 7:30 p.m. Lillis Administration Bldg., Room 2	Board of Education Annual Meeting December 8, 2009 – 7:00 p.m. Sarah Noble Intermediate School – LMC
Facilities Sub-Committee Meeting December 1, 2009 – 6:30 p.m. Lillis Administration Bldg., Room 2	Board of Education Regular Meeting December 8, 2009 – 7:30 p.m. Sarah Noble Intermediate School – LMC

**New Milford Board of Education  
Operations Sub-Committee  
November 3, 2009  
Lillis Administration Building, Room 2**

Present:	Dr. Lisa Diamond, Acting Sub-Committee Chairman
	Mrs. Elizabeth Finney
	Mr. Tom McSherry
	Mrs. Julie Turk
Also Present:	Dr. JeanAnn C. Paddyfote, Superintendent of Schools
	Mr. John Turk, Director of Fiscal Services
	Mr. Greg Miller, Accounting Manager
	Ms. Ellamae Baldelli, Director of Human Resources

1.	The meeting of the New Milford Board of Education Operations Sub-Committee was called to order at 6:30 p.m. by Dr. Diamond. Dr. Diamond was seated for Mrs. Faulenbach.	Call to Order
2.	No Public Comment	No Public Comment
3.	Discussion and Possible Action	Discussion and Possible Action
3.A.	<p>Exhibit A: Personnel Certified, Non-Certified Appointments, Resignations and Leaves of Absence.</p> <ul style="list-style-type: none"> <li>Ms. Baldelli reported the appointment of the early winter sport coaches for Schaghticoke and the high school; substitute teachers are also being added.</li> </ul> <p>Mrs. Turk moved to bring Exhibit A: Personnel to the full Board for approval.</p> <p>Mr. McSherry seconded the motion which passed unanimously.</p>	<p>Exhibit A</p> <p>Motion passed unanimously to bring Exhibit A to the Board for approval.</p>
3.B.	Monthly Reports	Monthly Reports
3.B.1.	Discussion and possible action: Purchase Resolution D-621.	Purchase Resolution D-621
3.B.2.	<p>Request for Budget Transfers as of 10/31/09</p> <ul style="list-style-type: none"> <li>Mr. Miller and Mr. Turk reported 'nothing unusual or of consequence in the reports.'</li> </ul>	Request for Budget Transfers
3.B.3.	<p>Request for Budget Position as of 10/31/09</p> <ul style="list-style-type: none"> <li>The budget position reflects 1% less in spending this year vs. last. The medical benefits are reported to concur with the</li> </ul>	Budget Position of 10/31/09

	<p>Town's reporting methods. A meeting with the auditors will determine if the Board can, as in the past, encumber more in this account so as to not give the wrong impression of money that can be spent.</p> <p>Mrs. Finney moved to bring monthly reports to the full board for approval. Mr. McSherry seconded the motion which passed unanimously.</p>	<p>Motion passed unanimously to bring monthly reports to the Board for approval.</p>
3.C. 3.C.1.	<p>Gifts &amp; Donations</p> <p>Exhibit B: PTO Gifts &amp; Donations.</p> <p>Mrs. Turk moved to send Exhibit B: PTO Gifts &amp; Donations to the full Board for approval. Mrs. Turk seconded the motion which passed unanimously</p>	<p>Gifts &amp; Donations</p> <p>Exhibit B: PTO Gifts &amp; Donations</p> <p>Motion passed unanimously to send PTO Gifts and Donations to the full Board for approval.</p>
4.	<p>Adjourn</p> <p>Mrs. Turk moved to adjourn the meeting at 6:35 p.m., seconded by Mr. McSherry. Motion passed unanimously.</p>	<p>Adjourn</p> <p>Motion to adjourn at 6:35 p.m. unanimously.</p>

Respectfully submitted,



Lisa C. Diamond, M.D., Acting Chairman  
Operations Sub-Committee



**New Milford Board of Education  
Regular Meeting Minutes  
October 13, 2009  
Sarah Noble Intermediate School**

Present:	Dr. Lisa Diamond, Board Chair Mr. Thomas McSherry Mrs. Wendy Faulenbach Mrs. Amy Llerena Mrs. Alexandra Thomas Mr. Bill Wellman Mr. David Lawson Mrs. Julie Turk Mrs. Elizabeth Finney
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Also Present:	Dr. JeanAnn C. Paddyfote, Superintendent of Schools Ms. Catherine Richard, Interim Assistant Superintendent Ms. Ellamae Baldelli, Director of Human Resources Mr. Gregg Miller, Accounting Manager Mr. John Calhoun, Facilities Manager Daniel Holland, Student Representative Josh Jugler, Student Representative
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1.	Call to Order The meeting of the New Milford Board of Education was called to order at 7:30 p.m. The Pledge of Allegiance immediately followed the call to order.	Call to Order Pledge of Allegiance
2.	Staff & Student Recognition <ul style="list-style-type: none"> <li>Mr. Shugrue and Dr. Delmonico recognized Stephanie Hardisty who received the National Council of Teachers of English Superior Writing Award.</li> <li>Jennifer Cahalane, Kerry Chayka, David Gasser, Linsey Hunt, Leah Lazer, Dipanjan Saha, and Derek Vill received recognition as Commended Students in the 2010 National Merit Scholarship Program and Eric Ho was a semifinalist in the 2010 National Merit Scholarship Program.</li> <li>Ellie Ashley was recognized for her 23 years of service to the New Milford Public Schools upon her retirement.</li> </ul> <p>The meeting recessed at 7:37 p.m. for refreshments in recognition of these awards and reconvened at 7:51 p.m.</p>	Staff & Student Recognition
3.	Public Comment  There was none.	Public Comment
4.	PTO Report <ul style="list-style-type: none"> <li>Fundraising has been down this year versus previous years.</li> <li>The PTO is supportive of fingerprinting for the volunteers in the schools.</li> <li>There will be a town wide meeting on Monday, October 19<sup>th</sup> at 7 p.m. at John Pettibone School.</li> </ul>	PTO Report

5.	<p>Student Representatives' Report</p> <ul style="list-style-type: none"> <li>• Freshman had a seminar on making high school count on October 8<sup>th</sup>.</li> <li>• The first Math meet was October 5<sup>th</sup> and the NE Math League will be October 20<sup>th</sup>.</li> <li>• SAT's were October 10<sup>th</sup>; PSAT's October 17<sup>th</sup>; and ACT's will be October 24<sup>th</sup>.</li> <li>• Spirit Week is October 13<sup>th</sup> – 17<sup>th</sup> with Homecoming on October 17<sup>th</sup>.</li> <li>• National Honor Society induction is October 26<sup>th</sup>.</li> <li>• Physics Olympics will be October 29<sup>th</sup>.</li> <li>• A chorus and wind ensemble concert will be October 29<sup>th</sup>.</li> </ul>	Student Representatives' Report
6.	<p>Approval of Minutes</p> <p>Mrs. Turk moved to approve the Board of Education Regular Meeting Minutes of September 8, 2009, seconded by Mrs. Faulenbach and passed 8-0-1.</p> <p>Ayes: Llerena, McSherry, Faulenbach, Lawson, Diamond, Turk, Wellman, Thomas  Abstain: Finney</p>	<p>Approval of Minutes</p> <p>Motion made and passed to approve minutes from the Regular Meeting Minutes of September 8, 2009.</p>
7.	<p>Superintendent's Report</p> <ul style="list-style-type: none"> <li>• Dr. Paddyfote noted that the professional development day was held October 9<sup>th</sup> with outside presenters on literacy and special education as well as in-district workshops.</li> <li>• A multi-year American History Grant, through the Danbury Public Schools, will provide professional development opportunities to our teachers on using primary documents to teach U.S. history.</li> <li>• A grant application to the Connecticut Community Foundation in the amount of \$8,500 is on the agenda for approval. The grant will provide professional development for parents and staff to enhance kindergarten students' readiness.</li> <li>• The October 1<sup>st</sup> unverified enrollment report shows that New Milford has 68 fewer students than projected, but the district is watching the Indian Field Apartment situation because that has already resulted in an increased enrollment at Hill and Plain.</li> <li>• Mrs. Turk and Dr. Paddyfote attended a session on October 6<sup>th</sup> for the Academy of International Studies Magnet School where New Milford has 17 students placed. The November meeting will address the compact agreement between Danbury and the partner districts.</li> <li>• There are 12 applications for the Assistant Superintendent's position which Mrs. Richard will fill until early December. Mrs. Baldelli and Dr. Paddyfote will look at three of the applicants in hopes of bringing them through the hiring process prior to Mrs. Richard's departure.</li> </ul>	Superintendent's Report

8.	Board Chairman's Report <ul style="list-style-type: none"> <li>Dr. Diamond said she is appreciative of the staff working to keep things running smoothly in the schools especially at the start of the new year.</li> </ul>	Board Chairman's Report
9.	Committee Reports <p>Facilities Committee</p> <ul style="list-style-type: none"> <li>Mr. McSherry said the facilities committee discussed the high school's Civil Rights/ADA compliance audit; the security grant wrap up; the recycling program and the relationship with the HRRRA.</li> </ul> <p>Operations Committee</p> <ul style="list-style-type: none"> <li>Mrs. Faulenbach said the operations committee looked at the monthly reports and budget transfers, stipend requests, donations from PTO and MVP-SOS, and other information items. Also, they reviewed the advertising regulation which she thought might necessitate another review of the policy.</li> </ul> <p>Policy Committee</p> <ul style="list-style-type: none"> <li>Mrs. Llerena said the committee had revised several policies brought to the board for approval tonight and one policy that is for first review.</li> </ul> <p>Committee on Learning</p> <ul style="list-style-type: none"> <li>Mr. Lawson said committee on learning discussed several Math curricula brought to the meeting tonight for approval.</li> </ul>	Committee Reports <p>Facilities Committee</p> <p>Operations Committee</p> <p>Policy Committee</p> <p>Committee on Learning</p>
10.	Discussion and Possible Action	Discussion and Possible Action
10A.	Exhibit A: Personnel – Certified, Non-Certified Appointments, Resignations and Leaves of Absence <p>Mrs. Llerena moved to approve Revised Exhibit A: Personnel – Certified, Non-Certified Appointments, Resignations and Leaves of Absence, seconded by Mrs. Finney.</p> <ul style="list-style-type: none"> <li>Mr. Lawson recused himself from the discussion.</li> <li>Mr. Wellman asked if the 21 substitutes listed were assigned to different schools or did they go to any school to which Mrs. Baldelli said they may serve at all the schools, but under the new substitute management system, they could choose certain schools to go to or not. Also, if a long term substitute was needed, then someone with the appropriate certification would be asked to fill that spot first.</li> </ul> <p>Motion passed 8-0-1.  Aye: Thomas, McSherry, Diamond, Llerena, Faulenbach, Turk, Wellman, Finney  Abstain: Lawson</p>	Revised Exhibit A <p>Motion made and passed to approve Revised Exhibit A.</p>

B.	<p>Monthly Reports</p> <ol style="list-style-type: none"> <li>1. Revised Request for Budget Transfers</li> <li>2. Purchase Resolution D-620</li> <li>3. Revised Budget Position as of 9/30/09</li> </ol> <p>Mr. McSherry moved to approve the Monthly Reports: Revised Request for Budget Transfers, Purchase Resolution D-620 and Budget Position as of 9/30/09, seconded by Mrs. Faulenbach.</p> <ul style="list-style-type: none"> <li>• Mr. Wellman asked what a RISO expense was to which Dr. Paddyfote said RISO were the copy machines and associated supplies. Mr. Wellman asked if that included maintenance, supplies, and everything associated with that and Mr. Miller said normally it included maintenance and rentals of the copiers.</li> <li>• Mr. Wellman said he wanted to highlight an item on purchase resolution D-620, purchase orders 35159-35162 which were for special education transportation for almost \$900,000.</li> </ul> <p>The motion passed 9-0.</p>	<p>Monthly Reports</p> <p>Motion made and passed unanimously to approve the monthly reports.</p>
C.	<p>Gifts &amp; Donations</p> <ol style="list-style-type: none"> <li>1. Exhibit B: MVP-SOS</li> </ol> <p>Mrs. Thomas moved to accept exhibit B: MVP-SOS donation, seconded by Mrs. Llerena.</p> <ul style="list-style-type: none"> <li>• Mr. Lawson noted it was remarkable that such support could come from this community to send these dollars to the schools.</li> </ul> <p>Motion passed unanimously.</p> <ol style="list-style-type: none"> <li>2. Exhibit C: PTO Gifts &amp; Donations</li> </ol> <p>Mrs. Faulenbach moved to accept Exhibit B: PTO Gifts &amp; Donations, seconded by Mrs. Thomas.</p> <ul style="list-style-type: none"> <li>• Mr. Lawson said even in a down year the money continues to be raised by the PTO and he was appreciative.</li> </ul> <p>Motion passed unanimously.</p>	<p>Gifts &amp; Donations Exhibit B: MVP-SOS</p> <p>Motion made and unanimously approved to accept the MVP-SOS donation.</p> <p>Exhibit C: PTO Gifts &amp; Donations</p> <p>Motion made and unanimously approved to accept the PTO Gifts &amp; Donations.</p>
D.	<p>2009 End of Year Balance</p> <p>Mr. Lawson moved to designate the 2009 End of Year Balance to capital reserve, seconded by Mr. McSherry.</p> <ul style="list-style-type: none"> <li>• Mrs. Faulenbach asked what the dollar amount was to which Mr. Miller said it was just under \$50,000 unaudited.</li> <li>• Mrs. Faulenbach asked if that was 1% of the budget to which Mr. Miller said it was slightly less than 1%.</li> <li>• Mr. McSherry asked if that included the overage from the security grant to which Mr. Miller said he was not sure, but that</li> </ul>	<p>2009 End of Year Balance</p> <p>Motion made and approved to designate the 2009 End of Year Balance to capital reserve.</p>

	would get added back after the audit. The motion passed unanimously.	
E.	New Milford High School Graduation Date for 2010  Mrs. Faulenbach moved to set and approve a graduation date for 2010 as June 19, 2010, seconded by Mrs. Llerena and passed unanimously.	New Milford High School Graduation Date for 2010  Motion made and approved to set a graduation date for 2010 as June 19, 2010
F.1.	Activity Stipend Requests New Milford High School  Mrs. Thomas moved to approve a stipend position for Assistant Producer of the All School Musical and a stipend position for a Mock Trial Advisor at New Milford High School, seconded by Mr. Lawson.  <ul style="list-style-type: none"> <li>Mr. McSherry asked if these stipend positions were from one that was removed and Dr. Paddyfote indicated that was correct.</li> <li>Mrs. Faulenbach noted that this was not a new expense.</li> </ul> The motion passed unanimously.	Activity Stipend Requests New Milford High School  Motion made and passed to approve the stipend position for Assistant Producer of the All School Musical and a stipend position for a Mock Trial Advisor at New Milford High School.
F.2.	Schaghticoke Middle School  Mr. McSherry moved to approve one stipend position for Intramural Coordinator at Schaghticoke Middle School, seconded by Mrs. Faulenbach.  <ul style="list-style-type: none"> <li>Mr. Lawson asked if this was not an added expense as well and Mrs. Faulenbach replied that was correct.</li> </ul> The motion passed unanimously.	Activity Stipend Requests Schaghticoke Middle School  Motion made and approved to add one stipend position for Intramural Coordinator at Schaghticoke Middle School.
G.	Approval of Curricula 1. Revision of Honors Math I 2. Revision of Honors Math II 3. Revision of Integrated Math (9 & 10) 4. Grade 7 Math  Mrs. Finney moved to approve the following curricula: Revision of Honors Math I, Revision of Honors Math II, Revision of Integrated Math (9 & 10) and Grade 7 Math, seconded by Mrs. Thomas.  <ul style="list-style-type: none"> <li>Mrs. Thomas recognized the work involved with the teachers and administrators on developing these curricula.</li> </ul> Motion passed unanimously.	Approval of Curricula 1. Revision of Honors Math I 2. Revision of Honors Math II 3. Revision of Integrated Math (9 & 10) 4. Grade 7 Math  Motion made and passed to approve the following curricula: Revision of Honors Math I, Revision of Honors Math II, Revision of Integrated Math (9 & 10) and Grade 7 Math.
H.	Approval of the Following Policies: 1. 3524.1 Hazardous Materials in Schools 2. 5141.4 Child Abuse/Neglect 3. 5141.21 Administering Medication to Students	Approval of the Following Policies:  1. 3524. 1 Hazardous

	<p>4. 6114.1 Fire and Crisis Response Drills  5. 5141.27 First Aid/Emergency Medical Care  6. 4152.6 Personal, Family and Medical Leave  7. 6142.2 Student Nutrition and Physical Activity (Student Wellness)</p> <p>Mrs. Thomas moved to approve the following policies as required due to legislative changes:</p> <p>1. 3524.1 Hazardous Materials in Schools  2. 5141.4 Child Abuse/Neglect  3. 5141.21 Administering Medication to Students  4. 6114.1 Fire and Crisis Response Drills  5. 5141.27 First Aid/Emergency Medical Care  6. 4152.6 Personal, Family and Medical Leave  7. 6142.2 Student Nutrition and Physical Activity (Student Wellness)</p> <p>Seconded by Mrs. Llerena.</p> <ul style="list-style-type: none"> <li>Mr. Wellman said he wanted to make it clear that the proposed policy on child abuse and neglect would make it mandatory that whenever any of the designated people became aware of child abuse and neglect they must make within 24 hours an oral report to DCF or the police before they do anything else.</li> </ul> <p>The motion passed unanimously.</p>	<p>Materials in Schools  2. 5141.4 Child Abuse/Neglect  3. 5141.21 Administering Medication to Students  4. 6114.1 Fire and Crisis Response Drills  5. 5141.27 First Aid/Emergency Medical Care  6. 4152.6 Personal, Family and Medical Leave  7. 6142.2 Student Nutrition and Physical Activity (Student Wellness)</p> <p>Motion made and passed to approve the policies.</p>
I.	<p>Policy for First Review  1. 5141.25 Students with Special Needs</p> <ul style="list-style-type: none"> <li>Mrs. Faulenbach noted that this policy would come to the Board twice for review. Mrs. Llerena noted that any policy with a major revision or a new policy came to the Board for two reviews before approval.</li> </ul>	<p>Policy for First Review  5141.25 Students with Special Needs</p>
J.	<p>CT Community Foundation 2009 P3 Grant Application</p> <p>Mrs. Thomas moved to approve the CT Community Foundation 2009 P3 Grant Application, seconded by Mrs. McSherry.</p> <ul style="list-style-type: none"> <li>Dr. Diamond said she was part of the forum that first discussed the childhood readiness program and was pleased to see that something had come out of the forum.</li> <li>Mr. Lawson asked if this was a competitive grant to which Mrs. Richard said it was.</li> <li>Mr. McSherry asked how much could get done with approximately \$8500. Mrs. Richard said it is a beginning step towards better readiness for kindergarten students. She said the grant will provide funds for literacy nights, the district will partner with preschool providers and their families, a video will be made for channel 17 and these are small steps that can be made.</li> </ul> <p>The motion passed unanimously.</p>	<p>CT Community Foundation 2009 P3 Grant Application</p> <p>Motion made and passed to approve the CT Community Foundation 2009 P3 Grant Application.</p>

11.	<p>Items for Discussion</p> <ol style="list-style-type: none"><li>1. Field Trip Report - October 2009</li><li>2. Textbook Previews</li><li>3. NEASC Update</li><li>4. Windows on New Milford</li></ol> <p>Mrs. Thomas noted that in a previous comment made by Mr. Wellman regarding the child abuse and neglect policy he said an oral report had to be made within 24 hours, but the policy actually stated 12 hours for school personnel.</p> <p>Mrs. Llerena said the field trip listed for NES/SMS 8<sup>th</sup> grade Boston Adventure should be 7<sup>th</sup> grade.</p>	<p>Items for Discussion</p> <p>Field Trip Report—Oct. 2009</p> <p>Textbook Previews</p> <p>NEASC Update</p> <p>Windows on New Milford</p> <p>Point of Order—Clarification of comment regarding when school personnel must make an oral report to DCF—it is 12 hours.</p>
12.	<p>Adjourn</p> <p>Mr. Lawson moved to adjourn the meeting at 8:18 p.m. seconded by Mrs. Finney and passed unanimously.</p>	<p>Adjourn</p>

Respectfully submitted,

David A. Lawson, Secretary  
New Milford Board of Education

NEW MILFORD PUBLIC SCHOOLS

**EXHIBIT A**

Regular Meeting of the Board of Education  
Sarah Noble Intermediate School  
New Milford, Connecticut  
November 10, 2009

ACTION ITEMS

A. Personnel

1. **CERTIFIED STAFF**

a. **RESIGNATIONS**

1. **None Currently**

2. **CERTIFIED STAFF**

b. **APPOINTMENTS**

1. **None Currently**

3. **NON-CERTIFIED STAFF**

a. **RESIGNATIONS**

**Ms. Denise Knauf**, District Wide Computer Technician II  
Move that the Board of Education accept the resignation of **Ms. Denise Knauf** as District Wide Computer Technician II effective October 16, 2009.

Personal Reasons

4. **NON-CERTIFIED STAFF**

b. **APPOINTMENTS**

1. **Mr. George Osuch**, Maintainer II, Hill and Plain School  
Move that the Board of Education appoint **Mr. George Osuch** as Maintainer II at Hill and Plain School effective November 30, 2009.

Hourly Rate: \$23.31  
Replacing: E. Hill  
\$23.31/hr

2. **Mrs. Elizabeth Pitcher**, Administrative Secretary to the Director of Pupil Personnel and Special Services, Central Office  
Move that the Board of Education appoint **Mrs. Elizabeth Pitcher** as Administrative Secretary to the Director of Pupil Personnel and Special Services at Central Office effective November 2, 2009.

Hourly Rate: \$15.96 (Step 1)  
Replacing: E. Ashley  
\$20.68/hr

5. **SUBSTITUTES**

a. **APPOINTMENTS**

1. **Ms. Kimberley Balstad**, Substitute Teacher  
Move that the Board of Education appoint **Ms. Kimberley Balstad** as a Substitute Teacher effective November 11, 2009.

*Education History:*  
BS: Midwestern State Univ.  
Major: Criminal Justice

2. **Mr. William Conner**, Substitute Teacher  
Move that the Board of Education appoint **Mr. William Conner** as a Substitute Teacher effective November 11, 2009.

*Education History:*  
BS: Cornell University  
Major: International  
Agriculture



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| <p>3. <b>Mr. Alan Danvers</b>, Substitute Teacher<br/><u>Move</u> that the Board of Education appoint <b>Mr. Alan Danvers</b> as a Substitute Teacher effective November 11, 2009.</p> <p>4. <b>Ms. Nancy Hagen</b>, Substitute Teacher<br/><u>Move</u> that the Board of Education appoint <b>Ms. Nancy Hagen</b> as a Substitute Teacher effective November 11, 2009.</p> <p>5. <b>Mrs. Judith Howes</b>, Substitute Teacher<br/><u>Move</u> that the Board of Education appoint <b>Mrs. Judith Howes</b> as a Substitute Teacher effective November 11, 2009.</p> <p>6. <b>Ms. Gina Lacey</b>, Substitute Teacher<br/><u>Move</u> that the Board of Education appoint <b>Ms. Gina Lacey</b> as a Substitute Teacher effective November 11, 2009.</p> <p>7. <b>Mr. Gary Nurnberger</b>, Substitute Teacher<br/>Move that the Board of Education appoint <b>Mr. Gary Nurnberger</b> as a Substitute Teacher effective November 11, 2009.</p> <p>8. <b>Ms. Christine Riter</b>, Substitute Teacher<br/><u>Move</u> that the Board of Education appoint <b>Ms. Christine Riter</b> as a Substitute teacher effective November 11, 2009.</p> <p>9. <b>Mr. Gabor Szabo</b>, Substitute Teacher<br/><u>Move</u> that the Board of Education appoint <b>Mr. Gabor Szabo</b> as a Substitute Teacher effective November 11, 2009.</p> <p>6. <b>COACHING STAFF</b><br/>a. <b>RESIGNATIONS</b></p> <p>1. <b>Mr. Stephen Donahue</b>, Head Coach, Girls' Varsity Softball, New Milford High School<br/><u>Move</u> that the Board of Education accept the resignation of <b>Mr. Stephen Donahue</b> as Head Coach, Girls Varsity Softball at New Milford High School effective November 11, 2009.</p> <p>2. <b>Mr. Tim Luchsinger</b>, JV Coach, Boys' Basketball, New Milford High School<br/><u>Move</u> that the Board of Education accept the resignation of <b>Mr. Tim Luchsinger</b> as JV Coach, Boys' Basketball at New Milford High School effective October 28, 2009.</p> | <p><i>Education History:</i><br/>BS: WCSU<br/>Major: Mathematics</p> <p><i>Education History:</i><br/>BA: UNC Chapel Hill NC<br/>Major: Economics</p> <p><i>Education History:</i><br/>BA: WCSU<br/>Major: English<br/>MS: SCSU<br/>Major: Special Education</p> <p><i>Education History:</i><br/>BA: Assumption College<br/>Major: Social &amp; Rehabilitation Services<br/>MS: University of Bridgeport<br/>Major: Elem. Education</p> <p><i>Education History:</i><br/>BA: Rhode Island School of Design<br/>Major: Architecture</p> <p><i>Education History:</i><br/>BA: Alfred University<br/>Major: Soc. Stud. Education<br/>MS: Syracuse University<br/>Major: Criminal Justice Studies</p> <p><i>Education History:</i><br/>BA: WCSU<br/>Major: History</p> <p>Personal reasons</p> <p>Personal Reasons</p> |
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**7. COACHING STAFF**

**b. APPOINTMENTS**

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|---|-------------------------|
| <p><b>1. Ms. Tricia Blood</b>, Interscholastic Girls' Basketball Coach, Schaghticoke Middle School<br/><u>Move</u> that the Board of Education appoint <b>Ms. Tricia Blood</b> as Interscholastic Girls' Basketball Coach at Schaghticoke Middle School effective November 11, 2009 pending receipt of coaching permit.</p> | 2009-10 stipend: \$1844 |
| <p><b>2. Mr. Andrew DePalma</b>, Volunteer Coach for Boys' Ice Hockey at New Milford High School<br/><u>Move</u> that the Board of Education appoint <b>Mr. Andrew DePalma</b> as Volunteer Coach for Boys' Ice Hockey at New Milford High School effective November 11, 2009 pending receipt of coaching permit.</p>       | Volunteer               |
| <p><b>3. Mr. Ted Dietter</b>, Volunteer Coach for Boys' Ice Hockey at New Milford High School<br/><u>Move</u> that the Board of Education appoint <b>Mr. Ted Dietter</b> as Volunteer Coach for Boys' Ice Hockey at New Milford High School effective November 11, 2009 pending receipt of coaching permit.</p>             | Volunteer               |
| <p><b>4. Ms. Danielle Gray</b>, Volunteer Varsity Dance Team Advisor, New Milford High School<br/><u>Move</u> that the Board of Education appoint <b>Ms. Danielle Gray</b> as Volunteer Varsity Dance Team Advisor at New Milford High School effective November 11, 2009 pending receipt of coaching permit.</p>           | Volunteer               |
| <p><b>5. Mr. Louis Heaton</b>, Volunteer Coach for Boys' Basketball, New Milford High School<br/><u>Move</u> that the Board of Education appoint <b>Mr. Louis Heaton</b> as Volunteer Coach for Boys' Basketball at New Milford High School effective November 11, 2009.</p>  | Volunteer               |
| <p><b>6. Mr. Robert Hibbard</b>, Coach for Intramural Girls' and Boys' Weight Training, Schaghticoke Middle School<br/><u>Move</u> that the Board of Education appoint <b>Mr. Robert Hibbard</b> as Coach for Intramural Girls' and Boys' Weight Training at Schaghticoke Middle School effective November 11, 2009.</p>    | 2009-10 Stipend: \$922  |

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| <p>7. <b>Mr. Robert Hibbard</b>, Coach for Intramural Boys' Basketball, Schaghticoke Middle School<br/><u>Move</u> that the Board of Education appoint <b>Mr. Robert Hibbard</b> as Coach for Intramural Boys' Basketball at Schaghticoke Middle School effective November 11, 2009.</p>                             | <p>2009-10 Stipend: \$922</p>  |
| <p>8. <b>Mrs. Eileen Holden</b>, Coach for Intramural Girls' Basketball, Schaghticoke Middle School<br/><u>Move</u> that the Board of Education appoint <b>Mrs. Eileen Holden</b> as Coach for Intramural Basketball at Schaghticoke Middle School effective November 11, 2009.</p>                                  | <p>2009-10 Stipend: \$922</p>  |
| <p>9. <b>Mr. Keith Lipinsky</b>, Coach for JV Girls' Basketball, New Milford High School<br/><u>Move</u> that the Board of Education appoint <b>Mr. Keith Lipinsky</b> as Coach for JV Girls' Basketball at New Milford High School effective November 11, 2009.</p>   | <p>2009-10 Stipend: \$3559</p> |
| <p>10. <b>Mr. David Mumma</b>, Coach for Interscholastic Boys' Basketball, Schaghticoke Middle School<br/><u>Move</u> that the Board of Education appoint <b>Mr. David Mumma</b> as Coach for Interscholastic Boys' Basketball at Schaghticoke Middle School effective November 11, 2009.</p>                        | <p>2009-10 Stipend: \$1844</p> |
| <p>11. <b>Mr. Cody Norlander</b>, Volunteer Coach for Boys' Basketball, New Milford High School<br/><u>Move</u> that the Board of Education appoint <b>Mr. Cody Norlander</b> as Volunteer Coach for Boys' Basketball at New Milford High School effective November 11, 2009 pending receipt of coaching permit.</p> | <p>Volunteer</p>               |
| <p>12. <b>Ms. Mary O'Connor</b>, Assistant Coach for Girls' Varsity Gymnastics, New Milford High School<br/><u>Move</u> that the Board of Education appoint <b>Ms. Mary O'Connor</b> as Coach for Girls' JV Gymnastics at New Milford High School effective November 11, 2009.</p>                                   | <p>2009-10 Stipend: \$3756</p> |

8. LEAVES OF ABSENCE

1. None currently

**NEW MILFORD PUBLIC SCHOOLS  
BUDGET TRANSFER REQUESTS – RECOMMENDED  
BOE MEETING DATE: 11/10/09**

<b>Transfer #</b>	<b>Description</b>	<b>From: Account#</b>	<b>Amount</b>	<b>To: Account #</b>	<b>Amount</b>
NES 001	Modern Curriculum – Quick Words- Items Were More Expensive Than Anticipated	02-611-1104	\$132.00	02-644-1104	\$132.00
NES 002	Scholastic – Periodicals Were More Expensive Than Anticipated	02-611-1112	\$63.00	02-647-1112	\$63.00
SMS 001	Staples – 4 Chairs for Conference Room	04-612-2410	\$212.00	04-734-2490	\$212.00

NEW MILFORD PUBLIC SCHOOLS  
PURCHASE RESOLUTION D-621  
BOE MEETING DATE: 11/10/09

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

<u>PO #</u>	<u>VENDOR/DESCRIPTION</u>	<u>AMOUNT</u>	<u>ACCOUNT #</u>
35358	McKellan Group – Encumbrance for Insurance		
	Premiums – Life & AD&D	\$79,000.00	15-200-2930
	Premiums - LTD	\$85,000.00	15-200-2940
35377	Select Physical Therapy – Training Services for Fall Athletic at High School	\$8,500.00	05-333-3210
35395	Cambridge Strategic Services – Strategic Planning Meeting	\$17,500.00	15-339-2310
35458	All-Star Transportation – Encumbrance for In & Out of District Extra		
	SPED Transportation	\$36,000.00	12-511-2710
	Regular Transportation	\$40,000.00	15-511-2710
35595	New Milford Sewer Commission – Septage	\$9,552.00	14-412-2620
35620	Wellspring Foundation – Tuition for 2 Students		
	1 Student ½ Time @ \$100 per Day for 46 Days	\$ 4,600.00	
	1 Student @ \$265 per Day for 189 Days	\$50,085.00	
	1 on 1 Staffing 6 Hrs a Day @ \$20 per Hour for 189 Days	<u>\$22,680.00</u>	
		\$77,365.20	12-563-6130
35621	The Children’s Home – Tuition for 1 Student @ \$315 per Day for 163 Days	\$51,345.00	12-563-6130
35622	High Road Schools – Tuition for 1 Student @ \$220 per Day for 180 Days	\$39,600.00	12-563-6130
35625	Lakeview Neuro-Rehabilitation Center – Tuition for 1 Student @ \$271.80 per Day for 244 Days	\$ 66,319.20	
	Intensive Support 6 Hrs a Day @ \$23.76 per Hour for 244 Days	<u>\$ 34,784.64</u>	
		\$101,103.84	12-563-6130
35626	Grace Webb School – Tuition for 3 Students		
	Summer School @ \$134 per Day for 20 Days	\$ 8,040.00	
	185 Days for \$267 per Day	\$148,185.00	
	Speech & OT @ \$68 for ½ per Week for 37 Weeks	<u>\$ 7,548.00</u>	
		\$163,773.00	12-563-6130
35627	Maplebrook School – Tuition for 1 Student @ \$253.68 per Day for 190 Days	\$48,200.00	12-563-6130

FUND 001 000

Prog	Description	Approved	Adjusted	Expended	Encumbered	Balance	Pct. Used
1101	KINDERGARTEN	634,371.00	652,192.00	136,522.81	515,997.19	328.00-	100.1 %
1102	NON DEPT INSTRUCT GR 1-5	6,803,029.00	6,838,939.00	1,320,540.59	5,099,510.98	418,887.43	93.9 %
1103	BUSINESS EDUCATION	295,309.00	295,309.00	63,664.42	211,307.16	20,337.42	93.1 %
1104	ENGLISH/LANGUAGE ARTS	1,975,402.00	1,975,972.00	383,650.12	1,356,306.20	236,015.68	88.1 %
1105	FOREIGN LANGUAGE	1,103,001.00	1,103,001.00	208,409.55	756,429.64	138,161.81	87.5 %
1106	HOME ECONOMICS	174,859.00	174,859.00	39,489.58	134,684.80	684.62	99.6 %
1107	INDUSTRIAL ARTS	335,367.00	335,367.00	68,236.39	233,664.88	33,465.73	90.0 %
1108	MATHEMATICS	1,643,078.00	1,655,461.00	387,066.63	1,190,693.50	77,700.87	95.3 %
1109	MUSIC	811,524.00	811,524.00	165,343.69	607,476.46	38,703.85	95.2 %
1110	PHYSICAL EDUCATION	960,018.00	958,723.00	201,316.44	745,958.51	11,448.05	98.8 %
1111	SCIENCE	1,706,869.00	1,706,869.00	414,115.86	1,269,677.93	23,075.21	98.6 %
1112	SOCIAL STUDIES	1,562,000.00	1,562,000.00	339,028.00	1,200,087.83	22,884.17	98.5 %
1113	PATIENT CARE TECHNOLOGY	16,345.00	16,345.00	2,676.59	10,676.30	2,992.11	81.7 %
1116	HEALTH AND SAFETY	329,994.00	329,994.00	52,458.43	207,941.55	69,594.02	78.9 %
1118	CAREER EDUCATION	34,245.00	34,245.00	4,757.42	12,506.95	16,980.63	50.4 %
1119	COMPUTER EDUCATION	361,557.00	361,557.00	65,608.24	160,849.42	135,099.34	62.6 %
1120	DRIVER EDUCATION	9,000.00-	9,000.00-	4,853.80	3,936.68	17,790.48-	.0 %
1121	REMEDIAL READING	835,238.00	835,238.00	173,177.18	632,681.95	29,378.87	96.5 %
1123	ENGLISH AS A SECOND LANG	135,880.00	135,880.00	23,043.33	91,469.15	21,367.52	84.3 %
1124	DISTRIBUTIVE EDUCATION	89,348.00	89,348.00	10,674.00	42,696.00	35,978.00	59.7 %
1127	ART	806,014.00	806,014.00	173,848.52	622,166.25	9,999.23	98.8 %
1128	GENERAL INSTRUCT SUPPLIES	338,505.00	351,226.00	91,563.59	93,072.18	166,590.23	52.6 %
1129	SUBSTITUTE TEACHERS	380,009.00	380,009.00	46,811.65	.00	333,197.35	12.3 %
1130	INSTRUCTIONAL TESTING	96,858.00	111,858.00	41,471.69	17,662.89	52,723.42	52.9 %
1131	NON DEPT INSTRUCT GR 6-12	134,836.00	134,836.00	43,730.84	44,440.51	46,664.65	65.4 %
1210	GIFTED TALENTED/ENRICHMNT	110,460.00	110,460.00	18,203.23	80,718.03	11,538.74	89.6 %
1211	EXCEL-EXPER. CTR EARLY MAN	375,943.00	375,943.00	163,968.37	372,858.00	160,883.37-	142.8 %
1212	SPECIAL ED-NON CATEGORICL	4,707,542.00	4,707,542.00	922,482.90	3,823,920.44	38,861.34-	100.8 %
1213	COMMUNITY BASED DEVELOPMT	.00	.00	.00	.00	.00	.0 %
1214	LEARN DISABLE/EMOT.HANDCP	.00	.00	.00	.00	.00	.0 %
1215	TRANSITION 18-21 PROGRAM (LHTC)	171,033.00	171,033.00	90,452.75	56,949.16	23,631.09	86.2 %
1230	PHYSICALLY HANDICAPPED	.00	.00	.00	.00	.00	.0 %
1260	LEARNING DISABLED	.00	.00	55.20	.00	55.20-	.0 %
1270	TUTORIAL	210,779.00	210,779.00	39,171.31	.00	171,607.69	18.6 %
1271	HOMEBOUND INSTRUCTION	72,000.00	72,000.00	3,421.49	.00	68,578.51	4.8 %
1290	OTHER SPECIAL EDUCATION	291,873.00	291,873.00	96,117.10	162,148.44	33,607.46	88.5 %
1291	SPEC ED PARA SUBSTITUTES	69,026.00	69,026.00	15,670.97	.00	53,355.03	22.7 %
1310	ADULT ED-BASIC PROGRAM	100,175.00	100,175.00	27,535.84	369.70	72,269.46	27.9 %
1311	ADULT ED-HIGH SCHL EQUIV	4,970.00	4,970.00	411.20	308.80	4,250.00	14.5 %
1410	SUMMER SCHOOL-REMEDIAL	37,400.00	37,400.00	38,318.34	.00	918.34-	102.5 %
2113	SOCIAL WORK SERVICES	235,962.00	235,962.00	49,516.36	183,579.70	2,865.94	98.8 %
2120	GUIDANCE SERVICES	906,199.00	906,199.00	203,133.08	735,853.30	32,787.38-	103.6 %
2130	HEALTH SERVICES	922,317.00	922,317.00	178,124.24	518,584.57	225,608.19	75.5 %
2140	PSYCHOLOGICAL SERVICES	442,770.00	442,770.00	94,698.76	332,305.25	15,765.99	96.4 %
2150	SPEECH AND HEARING	796,887.00	796,887.00	150,568.46	495,773.67	150,544.87	81.1 %
2211	STAFF DEVELOPMENT & TRAIN	59,800.00	59,800.00	8,135.16	2,598.00	49,066.84	17.9 %
2212	CURRICULUM DEVELOPMENT	123,657.00	123,657.00	40,107.99	19,996.00	63,553.01	48.6 %
2222	LIBRARY SERVICES	689,907.00	689,907.00	132,017.34	455,785.82	102,103.84	85.2 %
2223	AUDIO-VISUAL SERVICES	18,626.00	18,626.00	1,784.43	807.83	16,033.74	13.9 %
2224	EDUCATIONAL TELEVISION	2,500.00	2,500.00	.00	475.56	2,024.44	19.0 %
2310	BOARD OF EDUCATION	152,250.00	152,250.00	93,230.25	33,168.50	25,851.25	83.0 %
2320	CENTRAL ADMINISTRATION	342,714.00	342,714.00	124,808.51	193,080.93	24,824.56	92.8 %
2410	OFFICE OF THE PRINCIPAL	2,568,291.00	2,569,687.00	849,372.51	1,643,187.62	77,126.87	97.0 %

FUND 001 000 GENERAL FUND

Prog	Description	Approved	Adjusted	Expended	Encumbered	Balance	Pct. Used
2490	OTHER SCHOOL ADMINISTRATN	121,288.00	121,500.00	24,976.84	69,628.40	26,894.76	77.9 %
2510	FISCAL SERVICES	448,131.00	448,131.00	158,012.72	254,897.96	35,220.32	92.1 %
2590	OTHER BUSINESS SUPPRT SERV	407,202.00	407,202.00	.00	.00	407,202.00	.0 %
2610	CUSTODIAL & HOUSEKEEPING	1,944,478.00	1,944,478.00	659,987.28	118,339.47	1,166,151.25	40.0 %
2620	MAINTENANCE & REPAIR	3,310,887.00	3,295,745.00	773,054.93	1,791,179.82	731,510.25	77.8 %
2630	BUILDING USE ADMINISTRATION	20,675.00	20,675.00	2,974.00	3,112.00	26,761.00	.0 %
2710	REIMBURSABLE TRANSPORT	4,224,776.00	4,145,200.00	1,198,728.20	3,050,259.90	103,788.10	102.5 %
2790	NON-REIMBURSABLE TRANSPRT	.00	.00	3,416.26	.00	3,416.26	.0 %
2810	PLANNING & EVALUATION	43,675.00	43,675.00	339.84	115.19	43,219.97	1.0 %
2820	COMMUNITY/STAFF RELATIONS	14,100.00	14,100.00	.00	.00	14,100.00	.0 %
2830	RECRUITING/PERSONNEL SERV	190,111.00	190,111.00	65,925.65	93,551.80	30,633.55	83.9 %
2840	DATA PROCESSING	210,097.00	210,097.00	97,034.66	85,406.38	27,655.96	86.8 %
2910	SOCIAL SECURITY	589,267.00	589,267.00	160,063.72	.00	429,203.28	27.2 %
2920	MEDICARE	387,590.00	387,590.00	104,399.90	.00	283,190.10	26.9 %
2930	LIFE INSURANCE	97,348.00	97,348.00	35,631.71	61,102.09	614.20	99.4 %
2940	DISABILITY INSURANCE	183,351.00	183,351.00	35,700.21	73,000.00	74,650.79	59.3 %
2950	MEDICAL INSURANCE	6,611,309.00	6,611,309.00	2,203,768.00	.00	4,407,541.00	33.3 %
2960	UNEMPLOYMENT INSURANCE	82,610.00	82,610.00	9,089.50	43,588.00	29,932.50	63.8 %
2970	OTHER BENEFITS	425,492.00	425,492.00	480,653.00	185,495.00	240,656.00	156.6 %
2980	PENSION-NON CERTIFIED EMPLOYEES	344,200.00	344,200.00	441,751.00	.00	97,551.00	128.3 %
3210	INTERSCHOLASTIC SPORTS	672,407.00	672,407.00	112,711.20	131,165.76	428,530.04	36.3 %
3211	INTRAMURAL SPORTS	29,968.00	29,968.00	.00	.00	29,968.00	.0 %
3212	OTHER STUDENT ACTIVITIES	194,814.00	194,814.00	3,116.05	5,485.00	186,212.95	4.4 %
6110	TUITION-COMM PUB SCHL DIS	532,157.00	532,157.00	320,831.30	293,213.70	81,888.00	115.4 %
6130	TUITION-NON PUBLIC SCHL	636,210.00	636,210.00	208,496.45	848,137.53	420,623.98	166.1 %
7001	CAPITAL-FACILITIES	61,605.00	61,605.00	11,900.00	12,054.00	37,651.00	38.9 %
7002	CAPITAL-TECHNOLOGY	194,642.00	194,642.00	19,821.58	2,129.00	172,691.42	11.3 %
7003	CAPITAL-OTHER	40,434.00	40,434.00	9,611.32	5,578.70	25,243.98	37.6 %
** FINAL TOTAL **		56,945,211.00		14,945,360.47		10,497,846.60	
			56,945,211.00		31,502,003.93		81.6 %

FUND 001 000 GENERAL FUND

Obj.	Description	Approved	Adjusted	Expended	Encumbered	Balance	Pct. Used
111	SALARY-CERTIFIED	27,734,764.00	27,788,495.00	5,927,983.20	20,431,060.22	1,429,451.58	94.9 %
112	SALARY-NON-CERTIFIED	7,755,665.00	7,755,665.00	2,063,794.86	3,240,738.65	2,451,131.49	68.4 %
200	EMPLOYEE BENEFITS	8,721,167.00	8,721,167.00	3,471,057.04	363,185.09	4,886,924.87	44.0 %
321	INSTRUCTIONAL PROGRAMS	50,080.00	50,080.00	320.00	15,080.00	34,680.00	30.8 %
322	PROGRAM IMPROVEMENT	60,750.00	60,750.00	10,230.43	.00	50,519.57	16.8 %
323	PUPIL SERV. (COUNSEL, GUID)	542,139.00	542,139.00	86,563.31	191,512.75	264,062.94	51.3 %
324	STAFF SERVICES (TRAINING)	92,836.00	92,836.00	7,119.18	10,072.98	75,643.84	18.5 %
331	AUDIT SERVICES	10,000.00	10,000.00	.00	.00	10,000.00	.0 %
332	LEGAL SERVICES	97,000.00	97,000.00	67,900.00	10,000.00	19,100.00	80.3 %
333	MEDICAL SERVICES	23,500.00	23,500.00	.00	8,500.00	15,000.00	36.2 %
336	INSURANCE SERVICES	9,000.00	9,000.00	491.50	708.50	7,800.00	13.3 %
339	PURCH. SERVICES-OTHER	1,777,347.00	1,777,347.00	366,150.70	1,001,705.08	409,491.22	77.0 %
411	WATER	65,160.00	65,160.00	18,960.05	46,199.95	.00	100.0 %
412	SEWAGE	34,080.00	34,080.00	20,169.52	9,552.00	4,358.48	87.2 %
413	FIRE DISTRICT	1,321.00	1,321.00	1,489.27	.00	168.27	112.7 %
414	ALARM MONITORING	3,129.00	3,129.00	.00	420.00	2,709.00	13.4 %
421	GARBAGE AND REFUSE	71,886.00	71,886.00	23,458.28	47,459.72	968.00	98.7 %
431	INSTRUCT EQUIPMENT REPAIR	21,465.00	21,465.00	3,610.68	1,327.00	16,527.32	23.0 %
432	NON-INSTRUCT EQUIPMENT REPAIR	81,707.00	81,707.00	10,832.51	13,247.86	57,626.63	29.5 %
433	BUILD & GROUNDS-REPAIR	254,639.00	254,639.00	126,089.10	51,019.00	77,530.90	69.6 %
442	NON-INSTRUCT EQUIPMENT-RENT	182,023.00	182,023.00	43,956.19	96,425.00	41,641.81	77.1 %
511	PUPIL TRANSPORTATION-CONTRACT	4,411,117.00	4,331,541.00	1,192,213.42	3,043,713.66	95,613.92	97.8 %
513	PUPIL TRANSPORTATION-OTHER	2,500.00	2,500.00	.00	.00	2,500.00	.0 %
515	FIELD TRIPS	103,950.00	103,950.00	20,145.70	27,898.10	55,906.20	46.2 %
521	PROPERTY/LIABILITY INS	346,987.00	346,987.00	.00	.00	346,987.00	.0 %
523	MEDICAL INSURANCE-SPORTS PROGRAM	20,000.00	20,000.00	13,660.00	.00	6,340.00	68.3 %
531	TELEPHONES	111,830.00	111,830.00	33,371.36	47,167.01	31,291.63	72.0 %
532	POSTAGE	59,747.00	59,747.00	12,335.46	27,427.58	19,983.96	66.6 %
540	ADVERTISING EXPENSE	22,000.00	22,000.00	2,650.80	.00	19,349.20	12.0 %
550	PRINTING EXPENSE	88,113.00	88,113.00	33,342.38	3,098.32	51,672.30	41.4 %
560	TUITION EXPENSE	3,000.00	3,000.00	.00	.00	3,000.00	.0 %
561	TUITION-COMM LEA	630,449.00	630,449.00	320,831.30	293,213.70	16,404.00	97.4 %
563	TUITION-PRIVATE FACILITY	1,051,693.00	1,051,693.00	208,496.45	848,337.53	5,140.98	100.5 %
580	TRAVEL EXPENSES	30,840.00	30,840.00	11,529.07	2,495.45	16,815.48	45.5 %
611	INSTRUCTIONAL SUPPLIES	513,126.00	536,566.00	189,186.11	49,717.76	297,662.13	44.5 %
612	NON-INSTRUCTIONAL SUPPLIES	189,289.00	184,832.00	43,512.06	25,116.25	116,203.69	37.1 %
613	MAINTENANCE SUPPLIES	183,506.00	183,506.00	85,163.71	28,222.90	70,119.39	61.8 %
614	MAINTENANCE COMPONENTS	37,653.00	37,653.00	5,804.17	8,479.88	23,368.95	37.9 %
619	GROUNDSKEEPING SUPPLIES	6,355.00	6,355.00	590.65	2,100.04	3,664.31	42.3 %
622	ELECTRICITY	1,252,310.00	1,235,983.00	201,734.14	784,213.14	250,035.72	79.8 %
623	BOTTLED GAS	1,150.00	1,150.00	76.33	223.67	850.00	26.1 %
624	OIL	305,706.00	305,706.00	34.07	305,671.93	.00	100.0 %
625	NATURAL GAS	389,923.00	389,923.00	4,727.36	385,195.64	.00	100.0 %
626	GASOLINE	27,131.00	27,131.00	7,957.05	14,542.95	4,631.00	82.9 %
641	TEXTS-NEW/NON-CONSUMABLE	117,866.00	118,488.00	84,165.61	4,157.80	30,164.59	74.5 %
642	TEXTS-REP/ADD NON-CONSUMABLE	56,831.00	59,276.00	39,316.55	2,200.76	27,758.69	59.9 %
643	TEXTS-NEW CONSUMABLE	1,587.00	1,587.00	725.00	.00	862.00	45.7 %
644	TEXTS-REP/ADD CONSUMABLE	56,936.00	55,864.00	51,036.84	1,961.56	2,865.60	94.9 %
645	LIBRARY BOOKS	105,511.00	106,055.00	9,818.11	16,736.48	79,500.41	25.0 %
646	WORKBOOKS	44,455.00	44,091.00	22,220.86	3,837.73	18,032.41	59.1 %
647	PERIODICALS	26,250.00	27,127.00	14,450.05	4,598.21	8,078.74	70.2 %
720	BUILDINGS & IMPROVEMENTS	60,100.00	60,100.00	12,350.00	12,054.00	35,696.00	40.6 %
731	INSTRUCTIONAL EQUIPMENT-NEW	80,641.00	82,039.00	16,952.49	2,390.85	62,695.66	23.6 %



APPROPRIATIONS BY OBJECT REPORT AS OF 10/31/2009

56,945,211.00

31,502,003.93

81.6 3

# New Milford PTO

Parent Teacher Organization

New Milford PTO

P.O. Box 1343

New Milford, CT 06776

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November 1, 2009

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

Dear Dr. Paddyfote:

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

**NMHS requests the following:**

**\$1050.00** - For Shakesperience Productions. There will be a one hour production of William Shakespeare's Julius Caesar. This production will benefit the Sophomore Class. The students understanding and appreciation of William Shakespeare will be enhanced by the production. Julius Caesar is part of the English II curriculum and this production will serve as an extension of learning from the classroom.

**JPS requests the following:**

**\$1250.00** - For "The magic of Reading". This is a motivational assembly program that will get the students at JPS excited about reading. Terry Parrett is a magician who brings excitement about reading to the kids. All grade levels will benefit from this assembly.

Sincerely,

Gail Dawson  
TW PTO Secretary

## **Community Relations**

### **Advertising and Promotion**

The Board of Education has a responsibility to protect students from possible exploitation by private interests through exposure to advertising within the school environment. Because marketing and promotional materials are a pervasive element in our culture, it is unfeasible to strictly prohibit the indirect or incidental advertisement of products and services to students and parents. Any advertising by the school, staff or affiliated organizations must be done in a thoughtful, careful and tasteful manner consistent with the educational goals of the district and in the best interests of the students. The Superintendent of Schools must approve any advertising by private interests in school district facilities or on school district property. The approval of such advertising does not imply that the Board endorses the product, services or item being advertised. In addition, approval must be consistent with the educational interests of the students as well as the requirements of other Board policies. Any approval will state precisely where such advertising may be placed. Advertising by private interests will not be allowed outside the specific area approved by the Board of Education.

The Superintendent of Schools shall develop and implement regulations regarding the appropriate use of advertising and promotion within the schools.

Policy adopted: May 7, 2001  
Policy revised: June 9, 2009  
Policy revised:

NEW MILFORD PUBLIC SCHOOLS  
New Milford, Connecticut

## **Administration**

### **Professional Development Opportunities**

The Board of Education recognizes the importance of professional development opportunities for new and experienced administrators. The Board is committed to providing the resources needed to support appropriate, meaningful, and readily applicable professional development for administrators. Professional development is an ongoing pursuit and is intended to advance the improvement of teaching, learning and leadership skills development.

The Board encourages the Superintendent and administrators to maintain membership in certain professional organizations, attend and participate in workshops, conferences, conventions, and appropriate courses, and to engage in reading and writing of a professional and developmental nature.

A philosophy that promotes continued learning for all educators should permeate professional development programs and practices. The philosophy should specifically support different learning needs, based on experience, and an investment in the professional growth of future school leaders:

1. Innovative programs should be developed and established for teachers who aspire to administrative positions.
2. For new administrators, a comprehensive orientation program should include broad-based exposure to district practices and resources, provision of mentor support from experienced administrators, and development of an individualized professional growth plan that targets priority learning needs.
3. For experienced administrators, flexible professional development opportunities should be entertained, allowing for career advancement support and long-term areas of professional pursuit.
4. All administrators should engage in professional development opportunities designed to address school district improvement goals.
5. All administrators should be exposed to professional growth opportunities and educational practices that address ways to foster diversity and equity in the school community. Professional development programs should be developed to assist and alert participants to issues related to the impact of diversity (special needs, linguistic, cultural, racial, ethnic, gender, generational and socioeconomic status in the classroom, in the schools, and in the broader community).

Policy adopted: June 11, 2002  
Policy revised:

NEW MILFORD PUBLIC SCHOOLS  
New Milford, Connecticut

## Administration

### Administrative Assignments

The legal authority of the Board will be transmitted through the Superintendent along specific paths from person to person as shown on the district organization chart.

The district organization chart will be prepared by the Superintendent and approved by the Board. The lines on the chart will represent direction of authority and responsibility. The chart may also indicate certain "staff" (as opposed to "line") relationships.

The Superintendent will keep the administrative structure up to date with the needs for supervision and accountability in the school system. Therefore, he/she may, from time to time, recommend for Board approval changes in the district organization chart.

The Superintendent shall present annually to the Board, no later than the June meeting, a list of all administrative/supervisory personnel. This list will include current position assignment, and any new assignments.

Lines of responsibility in the school district shall be structured to:

1. Develop educational programs most appropriate for students.
2. Clarify responsibility from students through teachers, administrators and the Superintendent, to the Board of Education.
3. Tell each member of the staff to whom he/she is responsible and for what functions.
4. Whenever possible, have each member of the staff responsible to only one immediate supervisor for any one function.
5. Designate a person to whom a staff member can appeal a disagreement with the person to whom the staff member is directly responsible.
6. Inform each staff member to whom he/she can go for help in working out his/her own functions in the district program.
7. Keep each staff member advised of policies, functions and progress of the district.

Policy adopted: June 11, 2002  
Policy revised:

NEW MILFORD PUBLIC SCHOOLS  
New Milford, Connecticut

## Administration

### Job Descriptions

The duties, responsibilities, and qualifications for all positions in the New Milford School System shall be clearly defined.

The New Milford Board of Education shall require that the Superintendent of Schools develop and maintain a comprehensive and coordinated set of job descriptions for all school district employees, certified and non-certified; in accordance with Board policy, applicable laws, and contractual agreements.

A job description shall be maintained for each position for which a person/persons receives payment from the school system; the exception being for those persons who provide service to the district employed through a contractor, or who provide temporary services to meet a specific need as approved by the Board.

A job description shall include at a minimum:

1. Job Title;
2. General description of the position
3. Qualifications Required, including, for example, education, degrees, certification, licensing, skills, knowledge, abilities, specialized training.
4. Duties and Responsibilities
  - a. Essential functions of the job. Functions that the employee must be able to perform. Physical requirements should be described and where applicable, quantified.
  - b. Additional responsibilities. Functions which are not essential but are nonetheless normally or occasionally performed as part of the job.
5. Working Conditions
6. To whom the employee reports and who the employee supervises
7. Work schedule

Job descriptions shall be provided to employees and a current manual of all job descriptions shall be maintained at the personnel office. Job descriptions shall serve as a basis for job performance evaluations of school personnel. The Board shall be notified whenever a change is made to a job description.

Policy adopted: June 11, 2002  
 Policy revised:

NEW MILFORD PUBLIC SCHOOLS  
 New Milford, Connecticut

## **Administration**

### **Superintendent of Schools**

The Superintendent of Schools, as Chief Executive Officer of the Board of Education, will have the following specific powers and duties:

#### **Relationship with the Board**

1. to serve as the Executive Officer for the Board and be charged with the responsibility for implementing the policies of the Board. He/she shall work with the Board Chairperson in planning the agenda for each meeting, shall attend all meetings and participate in all regular and special meetings of the Board and executive meetings of the Board at the Board's request;
2. to develop a harmonious and close working relationship with the Board. He/she shall treat all Board members impartially and alike, refraining from criticism of individual or group members of the Board. He/she shall go to the Board when serious differences of opinion arise in an earnest effort to resolve such differences immediately;
3. to serve as a resource person and advisor to the Board. He/she shall keep the Board informed on issues, needs, and operation of the school system. He/she shall offer advice to the Board based on thorough study and analysis, on items requiring Board action;
4. to provide a continuous appraisal of all school policies originating with the Board. He/she shall advise the Board on the need for new and/or revised policies and suggest draft policies to satisfy those needs;
5. the Superintendent shall be responsible to the Board as a whole and not to individual Board members.

#### **Educational Direction and Leadership**

6. to develop administrative principles and procedures for implementing Board policy. He/she shall ensure the enforcement of all provisions of law, rules and regulations, and Board policy relating to the management of the schools and other education, social and recreational activities. He/she shall interpret for the staff all Board policies and applicable laws, rules and regulations.

## **Administration**

### **Superintendent of Schools** (continued)

#### **Educational Direction and Leadership** (continued)

7. to understand and keep informed on all aspects of the instructional program at all levels. He/she shall have responsibility for the supervision of instruction and shall bring to the school, in a leadership capacity, the best in educational thought and practice. He/she shall, on a continuing basis, review and update the educational program of the school, and keep the Board informed of all changes in curriculum;
8. to recommend to the Board for its adoption all courses of study, curriculum guides and textbooks to be used in the schools;
9. to encourage a positive approach to student behavior and discipline;
10. to determine the district's school calendar to meet state requirement and serve the needs of the educational program after consultation with the Board of Education.

#### **Personnel**

11. to develop and implement sound personnel practices, consistent with law, Board policy and collective bargaining agreements, including recruitment, hiring, assignment, supervision, evaluation, promotion, and discipline of all personnel. He/she shall develop procedures for the selection of staff members. He/she shall establish standards for teacher selection, and shall provide a framework for continuing in-service training of all professional staff members.
12. to recruit qualified, professional, civil service, and non-certified personnel. He/she may authorize the payment of part or all of the expenses of candidates for teaching positions if the candidates are asked to come to the district for visits or interviews;
13. to nominate employees for appointment, promotion, transfer or dismissal in accordance with the policies of the Board and the procedures outlined by the law. He/she shall make recommendations to the Board regarding salary and tenure of all employees. He/she may temporarily suspend any employee for cause and shall promptly report such suspension to the members of the Board. Unless otherwise determined by the Board, he/she is authorized to reemploy all employees upon the adoption by the Board of the budget for the following year.
14. to supervise and evaluate all staff members. He/she shall work for good morale and be impartial, firm and fair in dealing with staff.



## **Administration**

### **Superintendent of Schools (continued)**

#### **Personnel (continued)**

15. to encourage in-service education and the professional growth of staff through conferences, workshops, group discussions, committee/individual studies and use of consultants;
16. to advise the Board, in conjunction with the Board-designated negotiator(s), in all collective bargaining matters;

#### **Financial Management**

17. to prepare and present to the Board a preliminary annual budget in accordance with a schedule established with the Board. He/she is responsible for ensuring that the budget, as adopted by the Board and approved at the annual meeting, is properly administered. He/she shall ensure that regular reports are made to the Board on the status of the budget;
18. to establish efficient procedures to maximize income, safeguard investments and provide effective controls for all expenditures of school funds in accordance with the adopted budget. He/she shall ensure that all necessary bookkeeping and accounting records are maintained by the district.

#### **Facilities Management**

19. to supervise operations, maintenance, alterations and repair to buildings and grounds, insisting on competent and efficient performance;
20. to evaluate planned needs and recommend to the Board improvements, alterations and changes in the buildings and equipment of the district;

#### **Community Relations**

21. to supervise the public relations activities of the district. He/she shall keep the public informed about the policies, practices, and problems in the district's schools, and provide leadership in changing attitudes and practices for the future. He/she shall develop friendly and cooperative relationships with the news media.
22. to establish and maintain an effective working relationship with all segments of the community: parent-teacher organizations, local and state government, other school

## Administration

### Superintendent of Schools (continued)

#### Community Relations (continued)

systems, institutions, agencies, civic organizations, and the general public. He/she shall solicit and give attention to problems and opinions of all groups and individuals.

#### Personal Qualities and Growth

23. to demonstrate outstanding qualities of leadership with ability to delegate authority and responsibility effectively and to hold subordinates accountable;
24. to exhibit good judgment, common sense and perception;
25. to exhibit the ability to face controversy, remain true to convictions and to live with a high-pressure job;
26. to speak well before large and small groups, expressing ideas in a logical and forthright manner;
27. to maintain professional development by reading and course work, attending conferences, working on professional committees, visiting other districts, and meeting with other Superintendents;

#### Management Functions

28. to coordinate and manage the district so that the school organization operates smoothly and efficiently. He/She must be able to coordinate the processes essential to achieving a smooth operation in all areas of the school district organization:
  - **Planning:** determining needs, objectives and goals;
  - **Organization:** assigning roles, responsibilities and establishing lines of communication;
  - **Control:** ensuring that progress is being made toward priorities, disciplining, making necessary staff reallocations and changes and evaluations;
  - **Decision-making:** data-collecting, analyzing data and choosing appropriately from a variety of decision-making techniques;
  - **Problem-solving:** sensitivity to problems, formulating problem statements, and using a variety of problem solving techniques;

## **Administration**

### **Superintendent of Schools** (continued)

#### **Management Functions** (continued)

- **Communication:** giving and receiving information effectively both orally and in writing, facilitating the exchange of information, views and opinions; and

29. to perform such other duties as the majority of the Board may determine.

Legal Reference: Connecticut General Statutes

10-157 Superintendents. Relationship to local or regional board of education; verification of certification status; waiver of certification; written contract of employment; evaluation of superintendent by board of education.

Policy adopted: June 11, 2002  
Policy revised:

NEW MILFORD PUBLIC SCHOOLS  
New Milford, Connecticut

## **Administration**

### **Principal**

Acting with the approval of the Board of Education and upon the advice of the Superintendent, each Principal shall be the chief administrator of his/her school. All personnel assigned to a building shall be directly responsible to the Principal of the school during the time they are working in his/her building.

The Principal is charged with the supervision and direction of the staff and students assigned to his/her building, and with care of the school facility and its equipment. He/she shall see that rules and regulations of the district, the directives of its officers, and the guidelines for the instructional program are observed. Within the framework of the policies of the Board and the general rules and regulations set by the Superintendent, the Principal may establish and enforce such rules as he/she deems advisable and necessary for the efficient operation of his/her school. In carrying out his/her duties, the Principal shall be guided by the applicable job description.

Policy adopted: June 11, 2002  
Policy revised:

NEW MILFORD PUBLIC SCHOOLS  
New Milford, Connecticut

## **Administration**

### **Assignment of Administrative Personnel**

The assignment of administrative personnel is based on the overall well-being of the school system, with particular emphasis on the needs of the instructional program, the best interests of the students and the effective management of the school system. Further, the Board of Education believes that the appropriateness of each assignment will have a significant impact on the morale of the professional staff and the effectiveness of the total educational program.

The Superintendent shall have the responsibility to determine the assignment of all administrative personnel within the district. This responsibility shall include transfers or changes in assignment of administrative personnel as circumstances warrant.

When the Superintendent perceives that there is a need to transfer members of the administrative staff from one position to another or otherwise change assignment, he/she will make a thorough assessment of the attendant circumstances calling if need be upon such other personnel within the system, or outside, as shall in his/her judgment be most effective in assisting him/her to accurately make such assessment. Any transfer or change shall be made with the intent to benefit of the overall well-being of the school system as set forth above in this policy. The Superintendent shall apprise the Board of Education of such transfers or changes in assignment.

Policy adopted: June 11, 2002  
Policy revised:

NEW MILFORD PUBLIC SCHOOLS  
New Milford, Connecticut

## **Administration**

### **Policy and Regulation Systems**

#### **Policy Manual**

The Superintendent shall establish and maintain an orderly plan for preserving and making accessible policies and bylaws adopted by the Board, and the regulations of the administration. Board policies, Board bylaws, and administrative regulations shall be published in a manual, maintained in current condition, and made available to all persons concerned.

#### **Policies**

Policies are statements of intent adopted by the Board of Education. They serve as guides to the administration in the development and implementation of regulations for operating the district.

The Superintendent is an integral part of this policy-making process recommending to the Board areas requiring policy adoption or change. The Superintendent shall develop a regulation specifying how policies will be developed and presented to the Board.

#### **Regulations**

Administrative regulations provide detailed instructions for the implementation of Board policies. With the assistance of relevant staff members, the Superintendent of Schools may generate, implement and revise administrative regulations as needed to promote the efficient management of the school district. Administrative regulations shall be designated as “regulations” and will be placed in the district policy manual. Although Board approval is not required for the adoption of administrative regulations, the Superintendent shall ensure that prior to revising or adding new regulations, the Board’s policy committee and/or the Board’s legal counsel will have an opportunity to review and comment on the proposed regulations. All administrative regulations shall be consistent with Board policy.

#### **Bylaws**

Bylaws are the rules governing internal operations of the Board of Education. When need for a new bylaw, or modification of an existing bylaw is recognized, the Board will consider an effective new or modified bylaw for adoption. The same procedure used for development of policies shall be used for development of bylaws.

Policy adopted: June 11, 2002  
Policy revised:

NEW MILFORD PUBLIC SCHOOLS  
New Milford, Connecticut

## **Administration**

### **Educational Research in District Schools**

All requests to conduct research within the school district must be directed to the Superintendent of Schools. The following criteria will be utilized to make a determination regarding approval of such requests:

1. The study results in direct benefits or provides direct services to the children within the school district;
2. The study provides in-service opportunities for the growth and development of faculty and/or staff;
3. There be no expenditures of district funds or use of staff/faculty time unless there are benefits as described in 1 and 2 above.
4. Students participating in studies, authorized by school administration, must have the approval of their parents.
5. The survey conforms with Policy 6162.51.
6. The persons conducting the research within the school will abide by all Board policies and protect the confidentiality of personally identifiable information of students as required by Regulation 5125.

(cf. 6162.51 – Conducting Surveys in Schools)

Policy adopted: June 11, 2002  
Policy revised:

NEW MILFORD PUBLIC SCHOOLS  
New Milford, Connecticut

## **Recommended for Replacement**

**4111.1(a)**

**4211.1**

### **Personnel – Certified/Non-Certified**

#### **Equal Employment Opportunity**

The New Milford Board of Education provides equal employment opportunities for all employees and applicants for employment. All employment decisions are made without regard to race, color, sex, religion, national origin, sexual orientation, disability, marital status, age, ancestry, genetic information, veteran status, or any other basis prohibited by local, state and federal laws. Employment decisions include, but are not limited to, recruitment, hiring, promotion, transfer, compensation, benefits, training, layoff and termination.

The school district hires people based on their qualifications for the position being filled by virtue of job related standards of suitability. Unless provided otherwise by contract, the school district's promotional decisions are based upon an employee's performance and qualifications as they relate to the new responsibilities.

Reasonable accommodations shall be available to disabled employees in a manner consistent with state and federal law. Pre-employment inquiries shall be made only regarding an applicant's ability to perform job-related functions. Medical records shall be kept separate from other employee information and shall be treated confidentially in accordance with applicable state and federal law.

Any employee or applicant who feels there has been a violation of this policy should bring the matter to the immediate attention of the Building Principal or the Title IX Coordinator, unless the Title IX Coordinator is the subject of the complaint, in which case it should be brought to the Superintendent. Any staff member or administrator who receives a complaint should bring the matter to the immediate attention of the Title IX Coordinator, unless he or she feels the Title IX Coordinator is the inappropriate person to handle the matter under the particular circumstances, in which case, it should be brought to the attention of the Superintendent of Schools. The Title IX Coordinator, Ms. Ellamae Baldelli, Director of Human Resources, may be reached at 50 East Street, New Milford, CT 06776, 860-210-2202.

The Title IX Coordinator shall have responsibility for coordinating compliance with this policy and investigating or supervising the investigation of complaints.

A copy of this policy shall be distributed to all present and future employees.



## **Personnel – Certified/Non-Certified**

### **Equal Employment Opportunity (continued)**

#### Legal Reference:

##### Connecticut General Statutes

- 10-153 (Discrimination Based on Marital Status)
- 46a-60(a) (Connecticut Fair Employment Practices Act)
- 46a-81c (Sexual Orientation Discrimination- Employment)
- R.S.C.A. 46a-54-200 through 46a-54-207

##### United States Code

- 20 U.S.C. 1681 (Title IX of the Education Amendments of 1972)
- 29 U.S.C. 623 (Age Discrimination in Employment Act)
- 29 U.S.C. 794 (Section 504 of the Rehabilitation Act of 1973)
- 38 U.S.C. 4301 (Uniformed Services Employment and Re-employment Rights Act)
- 42 U.S.C. 2000d and 2000e (Titles VI and VII of the Civil Rights Act of 1964)
- 42 U.S.C. 12101 (Americans with Disabilities Act)
- 29 C.F.R. 1604.11 (EEOC Guidelines on Sexual Harassment)

Policy adopted:	December 9, 2003	NEW MILFORD PUBLIC SCHOOLS
Policy revised:	November 7, 2005	
Policy revised:		

# **First Review**

**5141.25(a)**

## **Students**

### **Students with Special Health Care Needs**

#### **Accommodating Students with Special Dietary Needs**

The Board of Education believes all students, through necessary accommodations where required, shall have the opportunity to participate fully in all school programs and activities.

In some cases, a student's disability may prevent him/her from eating meals prepared for the general school population.

Substitutions to the regular meal will be made for students who are unable to eat school meals because of their disabilities, when that need is certified in writing by a physician. Meal service shall be provided in the most integrated setting appropriate to the needs of the disabled student.

The nature of the student's disability, the reason the disability prevents the student from eating the regular school meals, including foods to be omitted from the student's diet, indication of the major life activity affected by the disability, the specific diet prescription along with the substitution(s) needed will be specifically described in a statement signed by a licensed physician. The district, in compliance with USDA Child Nutrition Division guidelines, will provide substitute meals to food-allergic students based upon the physician's signed statement.

#### **Management of Life Threatening Food Allergies**

The New Milford Board of Education recognizes the importance of developing and implementing a plan for the management of food allergies in the student population. This plan must provide a balance between the health, social normalcy and safety needs of students with life-threatening food allergies and the educational, health and safety needs of all students.

#### **Food Allergy Management Team**

The Board of Education delegates the responsibility for developing, implementing, monitoring, reviewing and revising the school district's Guidelines for Food Allergy Management to a multidisciplinary food allergy management team. The district's wellness advisory council is the designated food allergy management team and should include the following members: Superintendent or designee, building administrator, medical advisor or designee, school nurse, director of pupil personnel and special services, food and nutrition services director, teacher representative, parent representative, student representative, transportation coordinator, supervisor of custodial staff, other school personnel or community representatives as appropriate.

## Students

### Management of Life Threatening Food Allergies (continued)

**Guidelines established by the food allergy management team shall address the following areas:**

1. The process for identifying students with life-threatening food allergies including provisions for parents/guardians to provide adequate medical documentation
2. The process for developing individual health care plans for students with life-threatening allergies consistent with applicable state and federal law
3. Strategies to reduce the risk of exposure to life-threatening food allergens in school buildings
4. Provisions for the ongoing education of school personnel and the school community regarding the management of life-threatening food allergies
5. Emergency medical response plan including communication strategies between individual schools and local providers of emergency services
6. A method for monitoring and assessing of the food allergy management plan on at least an annual basis.

The Guidelines for Food Allergy Management shall be posted on the Board's website or the website of each school under the Board's jurisdiction. Parents and guardians shall be provided notice of the District's food allergy management plan annually, at the beginning of each school year in conjunction with the provision of the written statement of the Board's pesticide application policy.

#### Legal References:

Connecticut General Statutes  
10-15b Access of parent or guardian to student's records  
10-154a Professional communications between teacher or nurse and student  
10-207 Duties of medical advisors  
10-212a Administrations of medications in schools  
10-212c Life threatening food allergies: Guidelines; district plans  
10-220i Transportation of students carrying cartridge injectors  
20 U.S.C. 1232g, Family Education Rights and Privacy Act  
29 U.S.C. 794, Section 504 of the Rehabilitation Act of 1973  
20 U.S.C. 1400, Individuals with Disabilities Education Act  
42 U.S.C. 12101 Americans with Disabilities Act

## **Students**

Legal References Cont'd.:

(cf. 5141 - Student Health Services)

(cf. 5141.21 - Administering Medication)

(cf. 5141.23 - Students With Special Health Care Needs)

(cf. 5141.3 - Health Assessments)

(cf. 5145.4 - Nondiscrimination)

Policy adopted: June 12, 2001  
Policy revised: June 12, 2007  
Policy revised:

NEW MILFORD PUBLIC SCHOOLS  
New Milford, Connecticut



# MEMORANDUM

Office of the  
Assistant Superintendent

**TO:** Board of Education Members  
**FROM:** Catherine Richard, Interim Assistant Superintendent  
**DATE:** November 4, 2009  
**SUBJECT:** Consolidated Grant 2009-2010

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The Consolidated Grant 2009-2010) covers the following grants: The total funding the New Milford Schools received is listed next to each grant.

Title II - \$82,984 – This amount is for teacher training in all six schools, including conferences and SRBI planning.

\$7,033 is set aside for Faith Academy and Canterbury School.

Title II (Part D) - \$1,699 – These funds are used to help pay for teacher training and registration in the area of technology.

Of these funds, \$143 is dedicated to the two private schools for their technology training.

Title III - \$21,376 – We have funds for 1.5 qualified tutors. Funds also support professional development activities for ELL students.

Title IV - \$8,411 – The funds will continue to sustain character education K-12 and “wellness” initiatives.

Of these funds, \$764 is dedicated to our two private schools for drug/alcohol staff training.



Office of the  
Assistant Superintendent

# MEMORANDUM

**TO:** Dr. JeanAnn C. Paddyfote, Superintendent  
**FROM:** Catherine Richard, Interim Assistant Superintendent  
**DATE:** November 10, 2009  
**SUBJECT:** Textbook Approvals

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The textbook listed below was previewed by the Board of Education at the October 2<sup>nd</sup> Board meeting.

**Grade 10 – Golden Grove**, Francine Prose, Harper Publishing 2008

This novel illustrates one of the 10<sup>th</sup> graders themes, (identify/integrity), in a present day setting. Students should identify with the protagonist who struggles with the loss of her sister and in the finding of her own identity.

## APPROVED FIELD TRIP REPORT - NOVEMBER 2009

Class	Trip Date	# of Students	# of Adults	Destination	Subs	Cost
HPS Grade 3	10/20/2009	20	5	CT Antique Machinery/Rock Museum in Kent	No	\$13
HPS Grade 3	10/21/2009	39	9	CT Antique Machinery/Rock Museum in Kent	No	\$13
HPS Grade 3	10/22/2009	39	9	CT Antique Machinery/Rock Museum in Kent	No	\$13
NMHS	10/26/2009	6	1	Southbury Crown Plaza, Southbury	Yes - 1	\$25
SMS 7-8	11/4/2009	25	1	Kellogg Environmental Center, Derby	Yes	\$0
NMHS Grade 11	11/9/2009	48	5	Bushnell Theater, Hartford	Yes - 2	\$18
NMHS Grade 12	11/10/2009	27	3	St. Nicholas Russian Orthodox Church/Stratford	Yes	\$25
SMS Grade 8	11/16/2009	94	6	John Lyman Auditorium in New Haven	Yes - 3	\$25
NMHS Grade 10	11/18/2009	45	4	Tarrywile Mansion & Danbury Fair Mall	Yes - 4	\$5
NMHS 10-12	11/19/2009	25	2	Pomperaug High School in Southbury	Yes	\$5
SMS	11/19/2009	75	5	John Lyman Auditorium in New Haven	No	\$10
HPS Grade 1	12/8/2009	112	11	WCSU Berkshire Theater, Danbury	No	\$4
NMHS Grade 12	12/9/2009	27	3	NYC Ballet-David Koch Theater, NYC	Yes - 2	\$81
SMS 7-8	3/31/2010	25	1	Kellogg Environmental Center, Derby	No	\$0
NMHS Grades 9-12	04/15-24/10	10 to 15	2	Federal Republic of Germany	Yes	\$2,500
HPS Grade 1	4/29/2010	120	18	The Children's Museum, W. Hartford	No	\$11
SMS 7-8	5/6/2010	25	1	Kellogg Environmental Center, Derby	No	\$0
SNIS Grade 6	5/19 & 5/26 2010	180	60	Gershwin Theater, NYC	No	\$56



# MEMORANDUM

Office of the  
Assistant Superintendent

**TO:** Dr. JeanAnn Paddyfote, Superintendent  
**FROM:** Catherine Richard, Interim Assistant Superintendent  
**DATE:** November 9, 2009  
**SUBJECT:** Textbook Previews – Grades 7, 9, 10, & 12

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The textbooks listed below will be brought before the Board of Education for adoption at the December Board meeting. Board members may review these books, which are located in the Assistant Superintendent's office between 8:00am and 4:00pm.

## **GRADE 7**

**When My Name Was Keoko** – Linda Sue Park – Dell Yearling – 2002

This novel takes place from 1940-1945 in South Korea in the years preceding World War II. A compelling story of two siblings, 10-year-old Sun-hee and her 13-year-old brother Tai-yul and their battle to maintain their identity and dignity during one of Korea's most difficult and turbulent times.

## **GRADES 9 & 10**

**Discovering Geometry – An Investigative Approach** -Key Curriculum Press – 2008

This book covers all of the topics relevant to a geometry curriculum, plus it offers many hands-on activities, CAPT like problems, discovery, and algebra review and algebra applications, as well as “real world” applications. Many topics covered are also SAT topics.

## **GRADE 12**

**Creative Writing – A Practical Guide** – Palgrave Macmillian – 2005

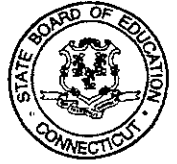


A practical guide for students interested in writing creatively, providing advice on style, form, developing work, and how to get published.




# STATE OF CONNECTICUT

## DEPARTMENT OF EDUCATION



TO: Superintendents of Schools

FROM: Sarah S. Ellsworth, Chief   
Bureau of Data Collection, Research and Evaluation

DATE: October 29, 2009

SUBJECT: Final 2008-09 Strategic School Profiles

Attached please find the final version of the 2008-09 Strategic School Profiles (SSP). You are required by Connecticut General Statute section 10-220(c) to present these profiles to your local board of education at its first regularly scheduled meeting after November 1.

While this year's profiles have the same format as last year, significant changes have been made over the past few years. We believe that the revised profiles will prove to be a valuable tool to the educational community and the public at large.

Thank you for your work in gathering, reporting and reviewing the data reported in these profiles. If you have any questions about the profiles, please contact Raymond Martin by phone at 860-713-6876 or via email at [raymond.martin@ct.gov](mailto:raymond.martin@ct.gov).

SSE:rm

cc: Mark K. McQuillan, Commissioner  
George Coleman, Deputy Commissioner  
Barbara Q. Beaudin, Associate Commissioner

**STRATEGIC SCHOOL PROFILE 2008-09****New Milford School District**

JEANANN PADDYFOTE, Superintendent  
Telephone: (860) 355-8406

Location: 50 East Street  
New Milford,  
Connecticut

Website: [www.newmilfordps.org](http://www.newmilfordps.org)

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This profile was produced by the Connecticut State Department of Education in accordance with CT General Statutes 10-220(c) using data and narratives provided by the school district, testing services, or the US Census. Profiles and additional education data, including longitudinal data, are available on the internet at [www.sde.ct.gov](http://www.sde.ct.gov).

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**COMMUNITY DATA**

County: Litchfield	Per Capita Income in 2000: \$29,630
Town Population in 2000: 27,121	Percent of Adults without a High School Diploma in 2000*: 10.3%
1990-2000 Population Growth: 14.8%	Percent of Adults Who Were Not Fluent in English in 2000*: 1.1%
Number of Public Schools: 6	District Enrollment as % of Estimated. Student Population: 94.3%

\*To view the Adult Education Program Profiles online, go to [www.sde.ct.gov](http://www.sde.ct.gov) and click on Adult Education, then Reports.

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District Reference Group (DRG): D DRG is a classification of districts whose students' families are similar in education, income, occupation, and need, and that have roughly similar enrollment. The Connecticut State Board of Education approved DRG classification for purposes of reporting data other than student performance.

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**STUDENT ENROLLMENT**

Enrollment on October 1, 2008 4,894  
5-Year Enrollment Change -6.7%

**DISTRICT GRADE RANGE**

Grade Range PK-12

**INDICATORS OF EDUCATIONAL NEED**

Need Indicator	Number in District	Percent		
		District	DRG	State
Students Eligible for Free/Reduced-Price Meals	499	10.2	11.7	30.3
K-12 Students Who Are Not Fluent in English	130	2.7	2.3	5.2
Students Identified as Gifted and/or Talented*	166	3.4	4.9	4.0
PK-12 Students Receiving Special Education Services in District	674	13.8	11.2	11.4
Kindergarten Students who Attended Preschool, Nursery School or Headstart	248	74.3	85.8	79.7
Homeless	0	0.0	0.1	0.2
Juniors and Seniors Working 16 or More Hours Per Week	105	14.2	22.8	19.0

\*43.4% of the identified gifted and/or talented students received services.

## SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	4	0.1
Asian American	201	4.1
Black	113	2.3
Hispanic	330	6.7
White	4,246	86.8
Total Minority	648	13.2

**Percent of Minority Professional Staff:** 1.2%

**Non-English Home Language:** 6.5% of this district's students (excluding prekindergarten students) come from homes where English is not the primary language. The number of non-English home languages is 83.

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### EFFORTS TO REDUCE RACIAL, ETHNIC, AND ECONOMIC ISOLATION

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Below is the description submitted by this school of how it provides educational opportunities for its students to interact with students and teachers from diverse racial, ethnic, and economic backgrounds.

New Milford's minority population has continued to inch upwards to a point where about 13% of the students in our school system are either Afro-American, Asian, or Hispanic. Our English Language Learner (ELL) population has increased sharply as well. As diversity in our school population has increased, a need to pause and take time to instruct students about the larger world and its people beyond our town's borders has also increased. We do this in several ways. At the elementary levels we have expanded recognition of the holidays celebrated by peoples of many cultures. For example, where it once was that we spoke about Christmas and Hanukkah, we now also include Kwanzaa and Ramadan. Every second grader learns about the heritage of Native Americans. Chinese New Year is recognized in each school. Black history month is observed in all the schools. Seventh graders study the holocaust. At the high school level, we recently re-wrote our curricula to incorporate a Global studies program for tenth graders, which has as its major culminating activity a model U.N. program for all tenth graders. Our high school is developing a sister's school project with a school in China. We have established a "Names Can Hurt You Program", aimed at helping students look at diversity and issues of tolerance. Character Education units are woven into our curriculum throughout the grade levels. A major emphasis of that program is placed on the value of tolerance and understanding others, including assembly programs at all of the schools. Every school in the district reaches out to our community and beyond with service projects. Last year in addition to food drives and clothing drives for local agencies, there were other projects to help disadvantaged throughout the world. Lastly, the district participates in inter-district programs through Education Connection bringing together students from as many as 32 towns in our region.

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## STUDENT PERFORMANCE

**Connecticut Mastery Test, Fourth Generation, % Meeting State Goal.** The Goal level is more demanding than the Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards.

Grade and CMT Subject Area	District	State	% of Districts in State with Equal or Lower Percent Meeting Goal
Grade 3 Reading	64.7	54.6	57.9
Writing	74.3	62.5	64.2
Mathematics	70.8	62.8	52.2
Grade 4 Reading	57.1	60.7	26.4
Writing	66.9	64.2	41.8
Mathematics	50.5	63.6	16.5
Grade 5 Reading	75.6	66.0	57.8
Writing	77.3	66.5	63.6
Mathematics	68.6	68.8	35.2
Science	68.4	58.1	46.9
Grade 6 Reading	73.3	68.9	36.8
Writing	54.8	62.2	23.9
Mathematics	74.6	68.8	44.8
Grade 7 Reading	83.3	74.9	58.6
Writing	64.3	62.9	38.2
Mathematics	71.4	66.0	50.3
Grade 8 Reading	78.5	68.4	58.1
Writing	70.7	66.5	40.6
Mathematics	68.6	64.5	38.1
Science	72.3	60.6	49.7

These results reflect the performance of students with scoreable tests who were enrolled in the district at the time of testing, regardless of the length of time they were enrolled in the district. Results for fewer than 20 students are not presented.

For more detailed CMT results, go to [www.ctreports.com](http://www.ctreports.com).

To see the NCLB Report Card for this school, go to [www.sde.ct.gov](http://www.sde.ct.gov) and click on "No Child Left Behind."

**Connecticut Academic Performance Test, Third Generation, % Meeting State Goal.** The CAPT is administered to Grade 10 students. The Goal level is more demanding than the state Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards. The following results reflect the performance of students with scoreable tests who were enrolled in the school at the time of testing, regardless of the length of time they were enrolled in the school. Results for fewer than 20 students are not presented.

CAPT Subject Area	District	State	% of Districts in State with Equal or Lower Percent Meeting Goal
Reading Across the Disciplines	54.8	47.4	54.5
Writing Across the Disciplines	71.1	55.0	69.5
Mathematics	69.5	47.8	77.9
Science	64.3	42.8	79.4

For more detailed CAPT results, go to [www.ctreports.com](http://www.ctreports.com).

To see the NCLB Report Card for this school, go to [www.sde.ct.gov](http://www.sde.ct.gov) and click on "No Child Left Behind."

**Physical Fitness.** The assessment includes tests for flexibility, abdominal strength and endurance, upper-body strength and aerobic endurance.

Physical Fitness: % of Students Reaching Health Standard on All Four Tests	District	State	% of Districts in State with Equal or Lower Percent Reaching Standard
	37.2	36.2	49.5

SAT <sup>®</sup> I: Reasoning Test Class of 2008		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		86.2	74.5	
Average Score	Mathematics	536	507	74.4
	Critical Reading	505	503	47.3
	Writing	513	506	51.9

**SAT<sup>®</sup> I.** The lowest possible score on each SAT<sup>®</sup> I subtest is 200; the highest possible score is 800.

Graduation and Dropout Rates	District	State	% of Districts in State with Equal or Less Desirable Rates
Graduation Rate, Class of 2008	96.2	92.1	64.1
Cumulative Four-Year Dropout Rate for Class of 2008	3.1	6.6	62.0
2007-08 Annual Dropout Rate for Grade 9 through 12	1.7	2.5	32.8

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	88.0	82.0
% Employed (Civilian Employment and in Armed Services)	1.3	1.4

## RESOURCES AND EXPENDITURES

### DISTRICT STAFF

Full-Time Equivalent Count of District Staff	
General Education	
Teachers and Instructors	293.24
Paraprofessional Instructional Assistants	42.00
Special Education	
Teachers and Instructors	48.60
Paraprofessional Instructional Assistants	110.60
Library/Media Specialists and/or Assistants	12.00
Staff Devoted to Adult Education	0.00
Administrators, Coordinators, and Department Chairs	
District Central Office	4.00
School Level	19.31
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	3.80
Counselors, Social Workers, and School Psychologists	22.50
School Nurses	8.00
Other Staff Providing Non-Instructional Services and Support	245.40

In the full-time equivalent (FTE) count, staff members working part-time in the school district are counted as a fraction of full-time. For example, a teacher who works half-time in the district contributes 0.50 to the district's staff count.

Teachers and Instructors	District	DRG	State
Average Years of Experience in Education	13.6	14.1	13.6
% with Master's Degree or Above	71.1	75.1	76.1

Average Class Size	District	DRG	State
Grade K	18.6	17.5	18.3
Grade 2	19.0	19.0	19.3
Grade 5	22.0	20.9	21.0
Grade 7	17.7	20.7	20.5
High School	21.0	20.0	19.3

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	920	986	988
Middle School	1,016	1,025	1,016
High School	996	1,008	1,007

\*State law requires that at least 900 hours of instruction be offered to students in grade 1-12 and full-day kindergarten, and 450 hours to half-day kindergarten students.

Students Per Academic Computer	Dist	DRG	State
Elementary School*	6.7	3.7	3.3
Middle School	3.9	3.0	2.6
High School	3.5	3.0	2.4

\*Excludes schools with no grades above kindergarten.

## DISTRICT EXPENDITURES AND REVENUES, 2007-08

Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources. DRG and state figures will not be comparable to the district if the school district does not teach both elementary and secondary students.

Expenditures All figures are unaudited.	Total (in 1000s)	Expenditures Per Pupil			
		District	PK-12 Districts	DRG	State
Instructional Staff and Services	\$33,710	\$6,726	\$7,521	\$7,079	\$7,522
Instructional Supplies and Equipment	\$778	\$155	\$267	\$266	\$271
Improvement of Instruction and Educational Media Services	\$1,235	\$246	\$461	\$372	\$446
Student Support Services	\$3,726	\$743	\$808	\$754	\$806
Administration and Support Services	\$5,405	\$1,078	\$1,351	\$1,261	\$1,369
Plant Operation and Maintenance	\$5,720	\$1,141	\$1,382	\$1,261	\$1,377
Transportation	\$3,982	\$802	\$649	\$590	\$644
Costs for Students Tuitioned Out	\$1,981	N/A	N/A	N/A	N/A
Other	\$928	\$185	\$152	\$151	\$151
<b>Total</b>	<b>\$57,465</b>	<b>\$11,429</b>	<b>\$12,869</b>	<b>\$12,042</b>	<b>\$12,805</b>
<b>Additional Expenditures</b>					
Land, Buildings, and Debt Service	\$5,559	\$1,109	\$1,791	\$1,047	\$1,759

Special Education Expenditures	District Total	Percent of PK-12 Expenditures Used for Special Education		
		District	DRG	State
	\$12462224	21.7	20.6	20.5

**Revenue Sources, % of Expenditures from Source.** Revenue sources do not include state funded Teachers' Retirement Board contributions, vocational-technical school operations, SDE budgeted costs for salaries and leadership activities and other state-funded school districts (e.g., Dept. of Children and Families and Dept. of Corrections).

District Expenditures	Local Revenue	State Revenue	Federal Revenue	Tuition & Other
Including School Construction	72.9	23.5	1.8	1.8
Excluding School Construction	73.2	22.8	2.0	2.0

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### EQUITABLE ALLOCATION OF RESOURCES AMONG DISTRICT SCHOOLS

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Below is the description submitted by this district of how it allocates resources to insure equity and address needs.

New Milford Public Schools take care in ensuring that equitable resources are available to children across the district. The annual budget allocations for supplies, texts and other educational materials are based on per pupil allotments. Class sizes are set that each school has similar class ratios. Average class size in the district is approximately 21.0 students per class. Budgeting for men's and women's athletics are proportionate. A replacement schedule for equipment and uniforms exists to ensure gender equity. Great care is taken to provide the optimal learning experience for children who may need special services, regardless of their disabilities. The Board of Education also holds well-publicized, open goal setting and budget hearings to provide the entire community an opportunity to voice their views about whatever resources they believe may be needed. Our Strategic Plan was developed in 2007 is a dynamic working document that ensures the best possible future for our students.

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### SPECIAL EDUCATION

Number of K-12 Students with Disabilities for Whom the District is Financially Responsible	668
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	14.0%

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Of All K-12 Students for Whom District is Financially Responsible, Number and Percentage with Disabilities				
Disability	Count	District Percent	DRG Percent	State Percent
Autism	49	1.0	1.0	0.8
Learning Disability	187	3.9	3.3	3.9
Intellectual Disability	18	0.4	0.4	0.5
Emotional Disturbance	56	1.2	0.9	1.0
Speech Impairment	141	3.0	2.5	2.3
Other Health Impairment*	162	3.4	2.2	2.1
Other Disabilities**	55	1.2	0.9	0.9
Total	668	14.0	11.2	11.6

\*Includes chronic health problems such as attention deficit disorders and epilepsy

\*\*Includes hearing, visual, and orthopedic impairments, deaf-blindness, multiple disabilities, traumatic brain injury, and developmental delay

Graduation and Dropout Rates of Students with Disabilities for Whom District is Financially Responsible	District	State
% Who Graduated in 2007-08 with a Standard Diploma	78.6	81.4
2007-08 Annual Dropout Rate for Students Aged 14 to 21	7.4	3.5



## STATE ASSESSMENTS

**Percent of Students with Disabilities Meeting State Goal.** The Goal level is more demanding than the Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards. These results are for students attending district schools who participated in the standard assessment with or without accommodations for their disabilities. Results for fewer than 20 students are not presented.

- **Connecticut Mastery Test (CMT), Fourth Generation.** The CMT reading, writing and mathematics tests are administered to students in Grades 3 through 8, and the CMT science test to students in Grades 5 and 8.
- **Connecticut Academic Performance Test (CAPT), Third Generation.** The CAPT is administered to Grade 10 students.

State Assessment		Students with Disabilities		All Students	
		District	State	District	State
CMT	Reading	33.9	30.2	72.5	65.7
	Writing	21.5	19.5	67.9	64.1
	Mathematics	26.7	30.7	67.7	65.7
	Science	27.0	23.8	70.5	59.4
CAPT	Reading Across the Disciplines	16.0	14.1	54.8	47.4
	Writing Across the Disciplines	10.8	13.6	71.1	55.0
	Mathematics	37.9	15.4	69.5	47.8
	Science	22.9	10.6	64.3	42.8

For more detailed CMT or CAPT results, go to [www.ctreports.com](http://www.ctreports.com). To see the NCLB Report Card for this school, go to [www.sde.ct.gov](http://www.sde.ct.gov) and click on “No Child Left Behind.”

Participation in State Assessments of Students with Disabilities Attending District Schools		
CMT	% Without Accommodations	10.6
	% With Accommodations	89.4
CAPT	% Without Accommodations	34.5
	% With Accommodations	65.5
% Assessed Using Skills Checklist		7.1

Accommodations for a student’s disability may be made to allow him or her to participate in testing. Students whose disabilities prevent them from taking the test even with accommodations are assessed by means of a list of skills aligned to the same content and grade level standards as the CMT and CAPT.

Federal law requires that students with disabilities be educated with their non-disabled peers as much as is appropriate. Placement in separate educational facilities tends to reduce the chances of students with disabilities interacting with non-disabled peers, and of receiving the same education.

K-12 Students with Disabilities Placed in Educational Settings Other Than This District’s Schools		
Placement	Count	Percent
Public Schools in Other Districts	0	0.0
Private Schools or Other Settings	40	6.0

Number and Percentage of K-12 Students with Disabilities for Whom District is Financially Responsible by the Percentage of Time They Spent with Their Non-Disabled Peers				
Time Spent with Non-Disabled Peers	Count of Students	Percent of Students		
		District	DRG	State
79.1 to 100 Percent of Time	472	70.7	75.5	72.7
40.1 to 79.0 Percent of Time	152	22.8	15.2	16.1
0.0 to 40.0 Percent of Time	44	6.6	9.3	11.2

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**SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES**

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The following narrative was submitted by this district.

The New Milford Schools is a school system deemed as “In Need of Improvement” under the provisions of “No Child Left Behind”. Targets set for proficiency by the state of Connecticut are that 82% of the students meet proficiency standards in mathematics and 78% meet standards in reading as measured by Connecticut Mastery Tests (CMT) and 89% of 10th graders meet standards in mathematics and 81% in reading as measured by performance on the Connecticut Academic Performance Test (CAPT).

New Milford students’ performances exceed those standards. On most tests, 90% of New Milford students meet proficiency level; however some subgroups of students struggle to do as well. For example, only about 50% of the Special Education students have met proficiency. Our English Language Learners have progressed dramatically in the elementary grades with 79% meeting mathematics proficiency standards and 56% meeting the standard in reading. Economically disadvantaged have also improved, but have not met the standard. We aim to do better. Data teams and CALI teams have been established in the schools. On going program development with an emphasis on SRBI and disaggregating data are our focus for this year. ELL summer school will continue. Team teaching will continue and expand. Our goal is to enhance achievement for all students.

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**STRATEGIC SCHOOL PROFILE 2008-09**

Elementary School K-3 Edition

**Hill And Plain School**  
**New Milford School District**

SANDRA R. NADEAU, Principal  
 KRISTINE L. GOLDEN, Asst. Principal  
 Telephone: (860) 354-5430  
 Website: <http://www.newmilfordps.org/hps/>

Location: 60 Old Town Park Road  
 New Milford,  
 Connecticut

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This profile was produced by the Connecticut State Department of Education in accordance with CT General Statutes 10-220(c) using data and narratives provided by the school district or testing services. Profiles and additional education data, including longitudinal data, are available on the internet at [www.sde.ct.gov](http://www.sde.ct.gov).

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**TYPE OF SCHOOL**

School Type: Traditional/Regular Education  
 School Grade Range: PK- 3

**STUDENT ENROLLMENT**

Enrollment on October 1, 2008: 461  
 5-Year Enrollment Change: -9.4%

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**INDICATORS OF EDUCATIONAL NEED**

Need Indicator	Number in School	Percent in School	Elementary Schools	
			% in District	% in State
Students Eligible for Free/Reduced-Price Meals	52	11.3	11.3	34.2
K-12 Students Who Are Not Fluent in English	34	7.9	4.1	7.0
Students with Disabilities	63	13.7	15.3	10.9
Students Identified as Gifted and/or Talented	2	0.4	1.8	2.3
Kindergarten Students who Attended Preschool, Nursery School or Headstart	60	57.7	74.3	79.7
Students in Grades Above School's Entry Grade Who Attended Same School the Previous Year	295	89.7	93.5	84.8

**PROGRAM AND INSTRUCTION**

Instructional Time	School	State Elementary Schools
Total Days per Year	180	181
Total Hours per Year	925	988

State law requires that at least 180 days of school be offered to students in kindergarten through Grade 12, 900 hours of instruction to Grades 1-12 and full-day kindergarten, and 450 hours to half-day kindergarten students.

**Type of Kindergarten:** This school offers half-day kindergarten.

Average Class Size	School	District	State
Kindergarten	17.3	18.6	18.3
Grade 2	19.3	19.0	19.3

Required Hours of Instruction Per Year in Selected Subject Areas		
Grade 2	School	State
Art <sup>1</sup>	34	29
Computer Education <sup>1</sup>	13	14
English Language Arts <sup>1</sup>	459	496
Health <sup>1</sup>	30	19
Library Media Skills <sup>1</sup>	13	18
Mathematics <sup>1</sup>	212	198
Music <sup>1</sup>	34	30
Physical Education <sup>1</sup>	34	36
Science <sup>1</sup>	50	70
Social Studies <sup>1</sup>	46	68
World Languages	0	6

<sup>1</sup>Interdisciplinary approach

### World Language

Formal instruction (at least 1 hour per week) in a world language is not offered in this school.

### Lunch

An average of 30 minutes is provided for lunch during full school days.

Special Programs	School	Elementary Schools	
		District	State
% of K-12 Students in Bilingual Education Program or Receiving English as a Second Language Services	7.9	4.1	7.0
% of Identified Gifted and/or Talented Students Who Received Services	100.0	93.5	78.7
% of Special Education Students Attending This School Who Spent Over 79% of Their Time with Their Non-Disabled Peers	79.4	69.1	80.3

## LIBRARY AND COMPUTERS

Free on-line access to periodicals, newspapers, and other resources is available to all Connecticut schools through the Connecticut Digital Library at [www.iconn.org](http://www.iconn.org).

Instructional Computers and Library Materials	School	Elementary Schools	
		District	State
# of Students Per Computer	7.3	6.7	3.3
% of Computers with Internet Access	100.0	100.0	99.0
% of Computers that are High or Moderate Power	100.0	100.0	94.6
# of Print Volumes Per Student*	36.4	29.7	28.2
# of Print Periodical Subscriptions	9	18	13

\*Because a certain number of volumes are needed for a library of adequate breadth and depth, a small school may need a higher number of volumes per student.

**SCHOOL STAFF**

<b>Full-Time Equivalent Count of School Staff</b>	
General Education: Teachers and Instructors	27.10
Paraprofessional Instructional Assistants	10.00
Special Education: Teachers and Instructors	4.00
Paraprofessional Instructional Assistants	22.50
Library/Media Specialists and/or Assistants	2.20
Administrators, Coordinators, and Department Chairs	1.50
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	0.00
Counselors, Social Workers, and School Psychologists	1.20
School Nurses	1.00
Other Staff Providing Non-Instructional Services and Support	15.20

In the full-time equivalent count, staff members working part-time in the school are counted as a fraction of full-time. For example, a teacher who works half-time in a school contributes 0.50 to the school's staff count.

<b>Teachers and Instructors</b>	<b>School</b>	<b>Elementary Schools</b>	
		<b>District</b>	<b>State</b>
Average Number of Years of Experience in Education	12.4	13.3	13.3
% with Master's Degree or Above	68.8	73.4	78.1
Attendance, 2007-08: Average # of Days Absent Due to Illness or Personal Time	8.3	10.9	8.6
% Assigned to Same School the Previous Year	90.6	89.5	83.3

**HOME AND SCHOOL COMMUNICATION AND SUPPORT**

**Teacher E-Mail Addresses:** All teachers at this school have been issued e-mail addresses.

**Online Homework Information:** A portion of the school's website is devoted to homework pages.

The following narrative about how this school promotes and supports parental involvement was submitted by this school.

At Hill and Plain School, we strive to develop a positive relationship and build a strong connection to our students and their families through on-going communication throughout the year. In August of every school year, we send home an informative packet of general school information and welcome our families to a new school year. We also hold an Open House prior to the first day of school to encourage students and their families to visit Hill and Plain School and meet each child's new teacher. The classrooms are warmly decorated and families are eagerly welcomed with special notes from the teachers. The PTO hosts an annual "Welcome Back Carnival" in early September which is such an exciting event for everyone in our school family. Many of our staff members volunteer for various activities and families can buy or bring a picnic dinner. These wonderful opening events are followed by a Curriculum Night for parents in mid-September to give parents and teachers an opportunity to learn about the grade level curriculum and academic expectations. Formal conferences for everyone are conducted twice a year in November and March, but teachers make many phone calls and schedule other conferences as needed throughout the year.

Our school maintains an active web site that is kept updated with a calendar of school events, classroom news, and general school information. Parents can email us or call us at any time with any questions or concerns. A monthly calendar of events and general school information is sent home every month to keep families informed and connected to our school. We also purchase subscriptions of "Building Readers" and the "Home and School Connection" that are posted on our web site in both English and Spanish to give families some ideas and strategies to help their children succeed in school. Individual teachers often send home weekly newsletters to parents and invite parents to volunteer in the classroom. Our PTO is a strong supporter of our school and we always work together to provide wonderful opportunities for our students and their families.

## SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	0	0.0
Asian American	35	7.6
Black	12	2.6
Hispanic	34	7.4
White	380	82.4
Total Minority	81	17.6

**Percent of Minority Professional Staff: 2.5%**

**Non-English Home Language:** 10.4% of this school's students (excluding prekindergarten students) come from homes where English is not the primary language. The number of non-English home languages is 16.

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### EFFORTS TO REDUCE RACIAL, ETHNIC, AND ECONOMIC ISOLATION

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Below is the description submitted by this school of how it provides educational opportunities for its students to interact with students and teachers from diverse racial, ethnic, and economic backgrounds.

At Hill and Plain School, we are very fortunate to have a very diverse and wonderful student population. 20% of our student population is Hispanic, Asian, or African American. Our number of English Language Learners at Hill and Plain School has been holding steady at approximately 8% of our student population over the past few years and our free or reduced lunch population is approximately 12%. Thus, our staff has become very attuned to choosing literary and cultural activities, which support awareness, understanding, sensitivity, and acceptance of racial and ethnic differences in the world. Students participate in bi-weekly developmental guidance lessons, which always address and reinforce respect for every individual regardless of a person's race or individual differences. Classroom teachers are also encouraged to hold daily classroom meetings with their students so that any problems can be immediately discussed and addressed so that every child feels safe and important in our school family. Our reading program is literature based and offers students much exposure to people of many nationalities, which gives the classroom teacher many opportunities to discuss customs, individual names, and holidays of various people. Our librarian works very closely with the classroom teachers to support the curriculum and encourage students to read books that address cultural diversity. Students study about Native American Indians and also learn about important African Americans through biographies and special programs during Black History month. Our Cultural Arts Committee strives to present programs, which support tolerance and understanding of all people. Students from different cultures are encouraged to share cultural information with students in their classrooms whenever certain holidays or curriculum topics are discussed. Evidence of our positive efforts to increase our students' acceptance of individual and cultural differences can readily be witnessed in both our classrooms and on the playground.

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## STUDENT PERFORMANCE AND BEHAVIOR

**Connecticut Mastery Test, Fourth Generation, % Meeting State Goal.** The Goal level is more demanding than the Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards.

Grade and CMT Subject Area	School	District	State	% of Schools in State with Equal or Lower Percent Meeting Goal
Grade 3 Reading	70.1	64.7	54.6	74.4
Writing	83.0	74.3	62.5	88.2
Mathematics	75.7	70.8	62.8	69.6

These results reflect the performance of students with scoreable tests who were enrolled in the district at the time of testing, regardless of the length of time they were enrolled in the district. Results for fewer than 20 students are not presented.

For more detailed CMT results, go to [www.ctreports.gov](http://www.ctreports.gov).

To see the NCLB Report Card for this school, go to [www.sde.ct.gov](http://www.sde.ct.gov) and click on “No Child Left Behind.”

Student Attendance	School	District Elementary Sch.	State Elementary Sch.
% Present on October 1	96.1	96.5	96.2

### Disciplinary Offenses

Disciplinary offenses committed by students include all serious offenses, offenses involving drugs, alcohol, or tobacco, and all incidents resulting in suspension or expulsion. For more information and data on disciplinary offenses, go to [www.sde.ct.gov](http://www.sde.ct.gov), click on “CEDaR” and then on “Student Data.”

Number of Incidents by Disciplinary Offense Category, 2007-08		
Offense Category*	Location of Incident	
	School	Other Location
Violent Crimes Against Persons	N/A	N/A
Sexually Related Behavior	N/A	N/A
Personally Threatening Behavior	N/A	N/A
Theft	N/A	N/A
Physical/Verbal Confrontation	N/A	N/A
Fighting/Battery	N/A	N/A
Property Damage	N/A	N/A
Weapons	N/A	N/A
Drugs/Alcohol/Tobacco	N/A	N/A
School Policy Violations	N/A	N/A
Total	0	0

\* Counts by category may be suppressed to protect student privacy.

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**SCHOOL IMPROVEMENT PLANS AND ACTIVITIES**

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The following narrative was submitted by this school.

Hill and Plain School continues to focus on improving our students' academic achievement on the CAP kindergarten assessment, DRA2 reading assessment, and the CMT assessments as well as assessing our students' daily academic performance through teacher observations and student assessments. On the 2009 CMT, our third graders continued to do an excellent job in math with a total 93.5 % of students achieving proficiency which surpassed our score of 92.5% proficiency on the 2008 CMT. 75.7% of our students achieved goal in mathematics in 2009 which was a wonderful achievement for our students and school. In writing, 92 % of students achieved proficiency in 2009 on the CMT which was a 6.5% gain over the writing score of 85.5% proficiency in writing when compared to the 2008 CMT. In reading, 70.1% of our 2009 third graders achieved goal on the 2009 CMT, when compared to a score of a proficiency level of 70.3 % in reading on the 2008 CMT. Our proficiency level in reading on the 2009 CMT was 84.1% which was a 13.8% gain in reading on the proficiency level of 70.3% in 2008. These CMT scores show significant achievement gains and we are very proud of the academic achievement of our students. We continue to use a CALI team format on our grade levels and we will continue to focus specifically on "Making Reader/Text Connections" as a

school-wide focus to address our reading and writing needs. Focusing on this school-wide goal last year proved to raise achievement in all three academic areas in 2009.

We have hired tutors to work with our lowest students during the school day to help these students improve their reading, writing, and math skills. Our school has provided much staff development in the areas of both readers' and writers' workshops. Since we have a large number of ELL students, the need for a highly trained staff becomes even more crucial to meet the challenges of a diverse student population. As a staff, we have made a strong commitment to academic excellence and plan to continually monitor and explore effective methods to increase student achievement and academic performance in the classroom.

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**SUPPLEMENTAL SCHOOL INFORMATION**

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The space below was optionally used by this school to describe aspects of the school not presented elsewhere in the profile.

Hill and Plain School has made a firm commitment to excellence in both academics and social skills to enable our students to develop the necessary tools to become successful, contributing members of society. We have incorporated monthly enrichment sessions into our students' schedules, which give students an opportunity to participate in a special art, music, physical education, library, computer, or academic skills' classes on a rotating basis. This year, the New Milford Public School district has identified ten character traits that are the unifying and necessary traits for developing good character as part of our overall Strategic School Plan. Hill and Plain School will join the rest of the New Milford Schools in focusing on one of these designated traits per month. Character Education assemblies will be held on a monthly basis to reinforce these character traits and good character is also connected to our music program through the types of songs the children learn. Students are encouraged to assume many leadership roles through our "Buddy Classrooms," Student Council, morning announcements, office, and library helpers.

Encouraging our students to develop a lifelong love of reading is a major priority at Hill and Plain School. Students are expected to read or be read to everyday at home and we also participate in the Governor's Summer Reading Challenge every year. Throughout the year, our students and staff members get involved in many worthwhile charitable causes to inspire compassion and caring for others into our school philosophy. School-wide projects such as school fund raising for the New Milford Food Pantry, Social Services Department, Animal Welfare Shelter, "Coins for Caring," etc. as well as celebrations for Constitution Day and Veteran's Day help instill a strong sense of community, caring, and connection within our school community. All of these initiatives are designed to help increase our students' self-esteem, academic skills, and support a positive school community, which enables every child to successfully develop to his or her maximum educational ability.

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**STRATEGIC SCHOOL PROFILE 2008-09**

Elementary School K-3 Edition

**John Pettibone School**  
**New Milford School District**

PAULA A. KELLEHER, Principal  
 KRISTINE L. GOLDEN, Asst. Principal  
 Telephone: (860) 354-3218  
 Website: <http://www.newmilfordps.org/jps/>

Location: 2 Pickett District Road  
 New Milford,  
 Connecticut

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This profile was produced by the Connecticut State Department of Education in accordance with CT General Statutes 10-220(c) using data and narratives provided by the school district or testing services. Profiles and additional education data, including longitudinal data, are available on the internet at [www.sde.ct.gov](http://www.sde.ct.gov).

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**TYPE OF SCHOOL**

School Type: Traditional/Regular Education

School Grade Range: PK- 3

**STUDENT ENROLLMENT**

Enrollment on October 1, 2008: 479

5-Year Enrollment Change: -13.8%

**INDICATORS OF EDUCATIONAL NEED**

Need Indicator	Number in School	Percent in School	Elementary Schools	
			% in District	% in State
Students Eligible for Free/Reduced-Price Meals	64	13.4	11.3	34.2
K-12 Students Who Are Not Fluent in English	33	7.6	4.1	7.0
Students with Disabilities	75	15.7	15.3	10.9
Students Identified as Gifted and/or Talented	1	0.2	1.8	2.3
Kindergarten Students who Attended Preschool, Nursery School or Headstart	85	85.0	74.3	79.7
Students in Grades Above School's Entry Grade Who Attended Same School the Previous Year	301	90.4	93.5	84.8

**PROGRAM AND INSTRUCTION**

Instructional Time	School	State Elementary Schools
Total Days per Year	180	181
Total Hours per Year	925	988

State law requires that at least 180 days of school be offered to students in kindergarten through Grade 12, 900 hours of instruction to Grades 1-12 and full-day kindergarten, and 450 hours to half-day kindergarten students.

**Type of Kindergarten:** This school offers half-day and full-day kindergarten.

Average Class Size	School	District	State
Kindergarten	20.0	18.6	18.3
Grade 2	19.6	19.0	19.3

Required Hours of Instruction Per Year in Selected Subject Areas		
Grade 2	School	State
Art <sup>1</sup>	33	29
Computer Education <sup>1</sup>	13	14
English Language Arts <sup>1</sup>	465	496
Health <sup>1</sup>	29	19
Library Media Skills <sup>1</sup>	13	18
Mathematics <sup>1</sup>	212	198
Music <sup>1</sup>	34	30
Physical Education <sup>1</sup>	34	36
Science <sup>1</sup>	46	70
Social Studies <sup>1</sup>	46	68
World Languages	0	6

<sup>1</sup>Interdisciplinary approach

#### World Language

Formal instruction (at least 1 hour per week) in a world language is not offered in this school.

#### Lunch

An average of 25 minutes is provided for lunch during full school days.

Special Programs	School	Elementary Schools	
		District	State
% of K-12 Students in Bilingual Education Program or Receiving English as a Second Language Services	7.6	4.1	7.0
% of Identified Gifted and/or Talented Students Who Received Services	100.0	93.5	78.7
% of Special Education Students Attending This School Who Spent Over 79% of Their Time with Their Non-Disabled Peers	64.0	69.1	80.3

#### LIBRARY AND COMPUTERS

Free on-line access to periodicals, newspapers, and other resources is available to all Connecticut schools through the Connecticut Digital Library at [www.iconn.org](http://www.iconn.org).

Instructional Computers and Library Materials	School	Elementary Schools	
		District	State
# of Students Per Computer	7.6	6.7	3.3
% of Computers with Internet Access	100.0	100.0	99.0
% of Computers that are High or Moderate Power	100.0	100.0	94.6
# of Print Volumes Per Student*	31.4	29.7	28.2
# of Print Periodical Subscriptions	24	18	13

\*Because a certain number of volumes are needed for a library of adequate breadth and depth, a small school may need a higher number of volumes per student.

## SCHOOL STAFF

<b>Full-Time Equivalent Count of School Staff</b>	
General Education: Teachers and Instructors	22.10
Paraprofessional Instructional Assistants	10.00
Special Education: Teachers and Instructors	7.00
Paraprofessional Instructional Assistants	15.00
Library/Media Specialists and/or Assistants	1.70
Administrators, Coordinators, and Department Chairs	1.50
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	2.00
Counselors, Social Workers, and School Psychologists	1.60
School Nurses	1.00
Other Staff Providing Non-Instructional Services and Support	12.90

In the full-time equivalent count, staff members working part-time in the school are counted as a fraction of full-time. For example, a teacher who works half-time in a school contributes 0.50 to the school's staff count.

<b>Teachers and Instructors</b>	<b>School</b>	<b>Elementary Schools</b>	
		<b>District</b>	<b>State</b>
Average Number of Years of Experience in Education	14.7	13.3	13.3
% with Master's Degree or Above	73.3	73.4	78.1
Attendance, 2007-08: Average # of Days Absent Due to Illness or Personal Time	9.6	10.9	8.6
% Assigned to Same School the Previous Year	83.3	89.5	83.3

## HOME AND SCHOOL COMMUNICATION AND SUPPORT

**Teacher E-Mail Addresses:** All teachers at this school have been issued e-mail addresses.

**Online Homework Information:** A portion of the school's website is devoted to homework pages.

The following narrative about how this school promotes and supports parental involvement was submitted by this school.

Parents' Nights are held annually. Parent conferences are scheduled twice annually. Parents regularly receive newsletters explaining what is being currently studied in each grade level. We utilize parents to read with students and to act as mentors and classroom volunteers/presenters. We solicit parent membership for our Character Education, Cultural Arts and Budget Committees. A school website exists to help keep parents informed and allow them the opportunity to ask questions of us. Within our school website are individual teacher websites which announce topics, skills and projects currently being worked on. Parents have access to the school email addresses of all certified staff members. They are invited to a variety of school-wide and individual classroom events that demonstrate student work and progress. Our PTO is a tremendously dedicated group who supports staff, students and parents by enhancing the educational experience with performances, donations and grants.

## SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	2	0.4
Asian American	23	4.8
Black	20	4.2
Hispanic	38	7.9
White	396	82.7
Total Minority	83	17.3

**Percent of Minority Professional Staff:** 0.0%

**Non-English Home Language:** 9.7% of this school's students (excluding prekindergarten students) come from homes where English is not the primary language. The number of non-English home languages is 10.

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### EFFORTS TO REDUCE RACIAL, ETHNIC, AND ECONOMIC ISOLATION

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Below is the description submitted by this school of how it provides educational opportunities for its students to interact with students and teachers from diverse racial, ethnic, and economic backgrounds.

Although increasing, John Pettibone School contains a small percentage of racially/ethnically diverse students. Curriculum and holidays are used as vehicles to discuss and present diversity issues. Third grade studies Native Americans and grade two students study holiday customs from around the world. Our developmental guidance program focuses on how we can share so many similarities with others and yet remain unique individuals. Aspects of the "Don't Laugh At Me" program are incorporated into these lessons as well. Character education efforts also work to help students understand and respect differences. Many classrooms use aspects of the Responsive Classroom model which concentrates on developing a positive classroom environment. Music instruction introduces songs from all over the world. Black History units are incorporated into lessons at every grade level. Students also become involved in special events and civic programs like food drives and the Santa Fund which provides presents to our poorer families. Finally, our ELL students often perform holiday songs in different languages over the intercom for the enjoyment of the remainder of our students.

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## STUDENT PERFORMANCE AND BEHAVIOR

**Connecticut Mastery Test, Fourth Generation, % Meeting State Goal.** The Goal level is more demanding than the Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards.

Grade and CMT Subject Area	School	District	State	% of Schools in State with Equal or Lower Percent Meeting Goal
Grade 3 Reading	65.5	64.7	54.6	67.7
Writing	66.1	74.3	62.5	54.8
Mathematics	64.6	70.8	62.8	49.3

These results reflect the performance of students with scoreable tests who were enrolled in the district at the time of testing, regardless of the length of time they were enrolled in the district. Results for fewer than 20 students are not presented.

For more detailed CMT results, go to [www.ctreports](http://www.ctreports).

To see the NCLB Report Card for this school, go to [www.sde.ct.gov](http://www.sde.ct.gov) and click on “No Child Left Behind.”

Student Attendance	School	District Elementary Sch.	State Elementary Sch.
% Present on October 1	95.4	96.5	96.2

### Disciplinary Offenses

Disciplinary offenses committed by students include all serious offenses, offenses involving drugs, alcohol, or tobacco, and all incidents resulting in suspension or expulsion. In the 2007-08 school year, 1 student was responsible for these incidents. This student represents 0.2% of the estimated number of students who attended this school at some point during the 2007-08 school year. For more information and data on disciplinary offenses, go to [www.sde.ct.gov](http://www.sde.ct.gov), click on “CEDaR” and then on “Student Data.”

Number of Incidents by Disciplinary Offense Category, 2007-08		
Offense Category*	Location of Incident	
	School	Other Location
Violent Crimes Against Persons	N/A	N/A
Sexually Related Behavior	N/A	N/A
Personally Threatening Behavior	N/A	N/A
Theft	N/A	N/A
Physical/Verbal Confrontation	N/A	N/A
Fighting/Battery	N/A	N/A
Property Damage	N/A	N/A
Weapons	N/A	N/A
Drugs/Alcohol/Tobacco	N/A	N/A
School Policy Violations	N/A	N/A
Total	1	0

\* Counts by category may be suppressed to protect student privacy.

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**SCHOOL IMPROVEMENT PLANS AND ACTIVITIES**

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The following narrative was submitted by this school.

John Pettibone School continually works towards the improvement of student achievement scores by providing “push in” support time from special education teachers/paras in the general education classroom; Maintaining a schedule of common collaborative planning times among grade level teachers; Maintaining collaborative consultation times between special education and regular education staff; Defining a Response to Intervention/Scientifically Researched Based Intervention process to target the specific difficulties of individual student; Adhering to a timeline of building and district-wide assessments; Providing time for both a building-wide Data Team and grade level teams to meet and analyze the data and samples of actual student work.

We are revamping our delivery of reading services so that a flexible remediation schedule will service the bottom twenty students at each grade level. A formal Reading Recovery program addressed the needs of our lowest first graders. Guided reading takes place at every grade level. Book talks/discussions involving differentiated instruction and successful instructional strategies take place.

Currently, the district is involved in a strategic planning process that outlines improvement efforts for the future. Central to our Strategic Plan is the involvement of all parties critical to student performance including parents, staff, community and administrators to invest in the setting of individual student learning plans.

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**SUPPLEMENTAL SCHOOL INFORMATION**

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The space below was optionally used by this school to describe aspects of the school not presented elsewhere in the profile.

Pettibone School utilizes process/interactive writing, guided reading, a literature-based language arts program, math manipulatives, hands-on science, integrated subject matter and cooperative learning. Character education focuses on ten character attributes selected by our district. School resources include a Child Study Team, a tiered intervention process, a flexible reading remediation model, EXCEL (pre-school program), developmental guidance, tutors, our Enrichment Coordinator and behavioral therapists.

Student needs are further serviced through a Mentor Program and school-wide reading initiatives. Principal’s Advisory, PTO, Budget, Professional Development, Wellness, Character Ed and Webmaster committees enhance our building’s climate and curriculum offerings. PTO sponsors building assemblies, two Book Fairs per year, a school newsletter and family socials aimed at developing school spirit.

Certified staff attends professional development in special education, collaboration and data analysis. Information acquired assists with in-class support and the development of action plans to address student improvement. We continue to examine the delivery of special education services/supports and the delivery of reading instruction to better prepare our students for the Connecticut Mastery Tests.

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**STRATEGIC SCHOOL PROFILE 2008-09**

Elementary School K-3 Edition

**Northville Elementary School****New Milford School District**

THOMAS ATTICKS, Principal  
 JOAN A. KICK, Asst. Principal  
 Telephone: (860) 355-3713  
 Website: <http://www.newmilfordps.org/nes/>

Location: 22 Hipp Road  
 New Milford,  
 Connecticut

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This profile was produced by the Connecticut State Department of Education in accordance with CT General Statutes 10-220(c) using data and narratives provided by the school district or testing services. Profiles and additional education data, including longitudinal data, are available on the internet at [www.sde.ct.gov](http://www.sde.ct.gov).

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**TYPE OF SCHOOL**

School Type: Traditional/Regular Education  
 School Grade Range: PK- 3

**STUDENT ENROLLMENT**

Enrollment on October 1, 2008: 541  
 5-Year Enrollment Change: -0.7%

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**INDICATORS OF EDUCATIONAL NEED**

Need Indicator	Number in School	Percent in School	Elementary Schools	
			% in District	% in State
Students Eligible for Free/Reduced-Price Meals	33	6.1	11.3	34.2
K-12 Students Who Are Not Fluent in English	6	1.2	4.1	7.0
Students with Disabilities	67	12.4	15.3	10.9
Students Identified as Gifted and/or Talented	1	0.2	1.8	2.3
Kindergarten Students who Attended Preschool, Nursery School or Headstart	103	79.2	74.3	79.7
Students in Grades Above School's Entry Grade Who Attended Same School the Previous Year	368	95.3	93.5	84.8

**PROGRAM AND INSTRUCTION**

Instructional Time	School	State Elementary Schools
Total Days per Year	180	181
Total Hours per Year	926	988

State law requires that at least 180 days of school be offered to students in kindergarten through Grade 12, 900 hours of instruction to Grades 1-12 and full-day kindergarten, and 450 hours to half-day kindergarten students.

**Type of Kindergarten:** This school offers half-day kindergarten.

Average Class Size	School	District	State
Kindergarten	18.6	18.6	18.3
Grade 2	18.2	19.0	19.3

Required Hours of Instruction Per Year in Selected Subject Areas		
Grade 2	School	State
Art <sup>1</sup>	33	29
Computer Education <sup>1</sup>	13	14
English Language Arts <sup>1</sup>	465	496
Health <sup>1</sup>	29	19
Library Media Skills <sup>1</sup>	13	18
Mathematics <sup>1</sup>	212	198
Music <sup>1</sup>	34	30
Physical Education <sup>1</sup>	34	36
Science <sup>1</sup>	46	70
Social Studies <sup>1</sup>	46	68
World Languages	0	6

<sup>1</sup>Interdisciplinary approach

### World Language

Formal instruction (at least 1 hour per week) in a world language is not offered in this school.

### Lunch

An average of 25 minutes is provided for lunch during full school days.

Special Programs	School	Elementary Schools	
		District	State
% of K-12 Students in Bilingual Education Program or Receiving English as a Second Language Services	1.2	4.1	7.0
% of Identified Gifted and/or Talented Students Who Received Services	100.0	93.5	78.7
% of Special Education Students Attending This School Who Spent Over 79% of Their Time with Their Non-Disabled Peers	61.2	69.1	80.3

## LIBRARY AND COMPUTERS

Free on-line access to periodicals, newspapers, and other resources is available to all Connecticut schools through the Connecticut Digital Library at [www.iconn.org](http://www.iconn.org).

Instructional Computers and Library Materials	School	Elementary Schools	
		District	State
# of Students Per Computer	7.6	6.7	3.3
% of Computers with Internet Access	100.0	100.0	99.0
% of Computers that are High or Moderate Power	100.0	100.0	94.6
# of Print Volumes Per Student*	25.3	29.7	28.2
# of Print Periodical Subscriptions	3	18	13

\*Because a certain number of volumes are needed for a library of adequate breadth and depth, a small school may need a higher number of volumes per student.



## SCHOOL STAFF

<b>Full-Time Equivalent Count of School Staff</b>	
General Education: Teachers and Instructors	27.59
Paraprofessional Instructional Assistants	11.50
Special Education: Teachers and Instructors	5.00
Paraprofessional Instructional Assistants	11.00
Library/Media Specialists and/or Assistants	2.10
Administrators, Coordinators, and Department Chairs	1.51
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	1.00
Counselors, Social Workers, and School Psychologists	1.10
School Nurses	1.00
Other Staff Providing Non-Instructional Services and Support	13.10

In the full-time equivalent count, staff members working part-time in the school are counted as a fraction of full-time. For example, a teacher who works half-time in a school contributes 0.50 to the school's staff count.

<b>Teachers and Instructors</b>	<b>School</b>	<b>Elementary Schools</b>	
		<b>District</b>	<b>State</b>
Average Number of Years of Experience in Education	16.3	13.3	13.3
% with Master's Degree or Above	82.4	73.4	78.1
Attendance, 2007-08: Average # of Days Absent Due to Illness or Personal Time	11.8	10.9	8.6
% Assigned to Same School the Previous Year	91.2	89.5	83.3

## HOME AND SCHOOL COMMUNICATION AND SUPPORT

**Teacher E-Mail Addresses:** All teachers at this school have been issued e-mail addresses.

The following narrative about how this school promotes and supports parental involvement was submitted by this school.

We at Northville Elementary School consider our students' parents as partners in their children's education, and we make many efforts to communicate with parents about their children's learning. We begin the year by distributing the Student-Parent Handbook which stresses the importance of regular school attendance, make-up work, and parent involvement. Soon after school begins, we hold our annual Curriculum Night during which teachers share grade level curricula, expectations for learning, and procedures for homework. Each student is given a homework folder which is a home-school vehicle for communication and daily practice assignments to reinforce skills taught at school. Throughout the year, teachers' individual newsletters keep parents informed about class activities and topics of study. E-mail is also utilized by teachers and the administrators to communicate with parents. Letters are sent as both e-mail and hard copies in the homework folders. Information about curricula and class activities is also available on the school's webpage and links to various educational websites are provided. Twice yearly, parents are invited to attend parent-teacher conferences. In the Spring of 2009, 97.5% of the parents attended their children's conferences. During the school year, parents are also invited to attend grade level programs, chaperone field trips, and volunteer in the classroom. Many of our parents also volunteer to help with our many and varied PTO activities and projects. During the 2008-2009 school year, 82% of our 359 families were represented by at least one parent who volunteered in the school. Twice each school year parents are invited to attend a "Coffee with the Principal" meeting to discuss any concerns, ideas, and questions they may have. There is no formal agenda, but there is always interaction about how parents can help their children at home with their learning so they experience success at school.

## SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	0	0.0
Asian American	17	3.1
Black	13	2.4
Hispanic	24	4.4
White	487	90.0
Total Minority	54	10.0

**Percent of Minority Professional Staff:** 2.5%

**Non-English Home Language:** 2.7% of this school's students (excluding prekindergarten students) come from homes where English is not the primary language. The number of non-English home languages is 6.

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### EFFORTS TO REDUCE RACIAL, ETHNIC, AND ECONOMIC ISOLATION

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Below is the description submitted by this school of how it provides educational opportunities for its students to interact with students and teachers from diverse racial, ethnic, and economic backgrounds.

Northville Elementary School is geographically distant from large urban areas. We therefore address ethnic, racial, and economic isolation through several curriculum initiatives. Our guidance counselor and classroom teachers involve students in a variety of lessons focused on similarities and differences between people. The children participate in activities and discussions based on the concept that friends come in all shapes, sizes, and colors. Our K-3 reading program is literature based, and many of the books used in read alouds and independent reading have themes related to diversity and cultural awareness. Kindergarten and first grade students learn about cultural diversity during seasonal celebrations of different cultures: Christmas around the world, Hanukkah, Kwanzaa, and Ramadan. Native American culture is also studied and first grade students take a field trip to the nearby American Indian Museum. Chinese New Year provides a context for lessons about Chinese culture in the second and third grades. At the third grade level, students participate in a biography unit and over half of their reports concern ethnically or racially diverse individuals from sports, the arts, history, and science. In 2008-2009, the seventh annual International Children's Art Exchange afforded our third grade students the opportunity for a cultural exchange with children in Phnom Penh, Cambodia. Martin Luther King Day observances in January and Black History Month in February are school-wide subjects of instruction. The Underground Railroad is a feature of the third grade social studies lessons; this is particularly relevant since New Milford was a stop along the Railroad. Finally, our school-wide Character Education Program places a strong emphasis on respect for all and acceptance of diversity. This is evident in the school's climate which is warm and welcoming to all who join us.

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## STUDENT PERFORMANCE AND BEHAVIOR

**Connecticut Mastery Test, Fourth Generation, % Meeting State Goal.** The Goal level is more demanding than the Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards.

Grade and CMT Subject Area	School	District	State	% of Schools in State with Equal or Lower Percent Meeting Goal
Grade 3 Reading	60.1	64.7	54.6	57.9
Writing	74.1	74.3	62.5	72.2
Mathematics	72.0	70.8	62.8	62.7

These results reflect the performance of students with scoreable tests who were enrolled in the district at the time of testing, regardless of the length of time they were enrolled in the district. Results for fewer than 20 students are not presented.

For more detailed CMT results, go to [www.ctreports.gov](http://www.ctreports.gov).

To see the NCLB Report Card for this school, go to [www.sde.ct.gov](http://www.sde.ct.gov) and click on “No Child Left Behind.”

Student Attendance	School	District Elementary Sch.	State Elementary Sch.
% Present on October 1	96.9	96.5	96.2

### Disciplinary Offenses

Disciplinary offenses committed by students include all serious offenses, offenses involving drugs, alcohol, or tobacco, and all incidents resulting in suspension or expulsion. For more information and data on disciplinary offenses, go to [www.sde.ct.gov](http://www.sde.ct.gov), click on “CEDaR” and then on “Student Data.”

Number of Incidents by Disciplinary Offense Category, 2007-08		
Offense Category*	Location of Incident	
	School	Other Location
Violent Crimes Against Persons	N/A	N/A
Sexually Related Behavior	N/A	N/A
Personally Threatening Behavior	N/A	N/A
Theft	N/A	N/A
Physical/Verbal Confrontation	N/A	N/A
Fighting/Battery	N/A	N/A
Property Damage	N/A	N/A
Weapons	N/A	N/A
Drugs/Alcohol/Tobacco	N/A	N/A
School Policy Violations	N/A	N/A
Total	0	0

\* Counts by category may be suppressed to protect student privacy.

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**SCHOOL IMPROVEMENT PLANS AND ACTIVITIES**

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The following narrative was submitted by this school.

Northville became involved in the Connecticut Accountability for Learning Initiative (CALI) during 2008-2009. A vertical team representing each grade level, Special Education, administration, and specials teachers received training about effective teaching strategies, grade level expectations (GLEs), and common formative assessments (CFAs). The CALI team then facilitated the training of all our teachers in the use of specific GLEs to develop and score CFAs. This work was in connection with the district Strategic Plan strategy “to provide the necessary time, resources, and support to ensure that teachers can implement the approved curriculum, use effective instruction, and analyze assessment data so that students are engaged in achieving the strategic objectives.” Teachers also received training about Response to Intervention (RtI) and Scientific Research Based Intervention (SRBI), and will continue to receive mini-trainings about specific intervention strategies at bi-weekly staff meetings. The CALI vertical team took the lead to prepare the staff to go further into the use of the CFA results to design instruction and facilitate grade level collaboration. In the upcoming year, the school-wide mission is “Maximizing learning through collaboration.” This learning is for all members of our schoolhouse community. To this end, a weekly grade level collaboration time will be built into the school day so that teachers may work with their colleagues to analyze assessment data and design intervention and enrichment activities to address students’ needs during 90-minute reading blocks. In addition, Special Education staff members will meet weekly to collaborate in order to facilitate the delivery of services. Parents are informed about the school’s ongoing efforts in these areas in monthly PTO meetings at which both a teacher representative and the principal speak, and at the informal “Coffee with the Principal” gatherings.

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**SUPPLEMENTAL SCHOOL INFORMATION**

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The space below was optionally used by this school to describe aspects of the school not presented elsewhere in the profile.

As noted above, Northville has a remarkably involved parent population. Our PTO is an active organization and vital to the day-to-day functioning of the school. The PTO meets regularly and the members are always ready to support our students and staff in whatever capacity they are needed, in and out of the classrooms at various times during the year. Most recently, the PTO provided parent volunteers to help orient incoming first grade students in their classrooms and the cafeteria, and provided staff members with a welcome back breakfast. Throughout the school year, the PTO sponsors a wide variety of family oriented activities during the year such as the Halloween “Spooktacular” Dance in October and Family Movie Night in January. The PTO also sponsors activities and projects to raise funds which are then used to provide rich cultural experiences for our students. During the last year, these experiences included a performance by the Connecticut Children’s Opera Company, two nationally recognized authors, a nationally recognized illustrator, a local circus performer (and parent), a light show, and field trips in and out of town for all grade levels.

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**STRATEGIC SCHOOL PROFILE 2008-09**

Elementary School K-6 Edition

**Sarah Noble Intermediate School**  
**New Milford School District**

LES WEINTRAUB, Principal  
 MARCY AUTUORI, Asst. Principal  
 DONALD J. NAIMAN, Asst. Principal  
 SUSAN J. GREENE, Asst. Principal  
 Telephone: (860) 210-4020  
 Website: <http://www.newmilfordps.org/sis/>

Location: 25 Sunny Valley Road  
 New Milford,  
 Connecticut

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This profile was produced by the Connecticut State Department of Education in accordance with CT General Statutes 10-220(c) using data and narratives provided by the school district or testing services. Profiles and additional education data, including longitudinal data, are available on the internet at [www.sde.ct.gov](http://www.sde.ct.gov).

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**TYPE OF SCHOOL**

School Type: Traditional/Regular Education  
 School Grade Range: 4- 6

**STUDENT ENROLLMENT**

Enrollment on October 1, 2008: 1,095  
 5-Year Enrollment Change: -9.9%

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**INDICATORS OF EDUCATIONAL NEED**

Need Indicator	Number in School	Percent in School	Elementary Schools	
			% in District	% in State
Students Eligible for Free/Reduced-Price Meals	142	13.0	11.3	34.2
K-12 Students Who Are Not Fluent in English	28	2.6	4.1	7.0
Students with Disabilities	190	17.4	15.3	10.9
Students Identified as Gifted and/or Talented	42	3.8	1.8	2.3
Kindergarten Students who Attended Preschool, Nursery School or Headstart	N/A	N/A	N/A	N/A
Students in Grades Above School's Entry Grade Who Attended Same School the Previous Year	707	95.5	93.5	84.8

**PROGRAM AND INSTRUCTION**

Instructional Time	School	State Elementary Schools
Total Days per Year	180	181
Total Hours per Year	904	988

State law requires that at least 180 days of school be offered to students in kindergarten through Grade 12, 900 hours of instruction to Grades 1-12 and full-day kindergarten, and 450 hours to half-day kindergarten students.

Average Class Size	School	District	State
Kindergarten	N/A	N/A	N/A
Grade 2	N/A	N/A	N/A
Grade 5	22.0	22.0	21.0

Required Hours of Instruction Per Year in Selected Subject Areas		
Grade 5	School	State
Art	43	30
Computer Education <sup>1</sup>	25	17
English Language Arts	312	427
Family and Consumer Science	0	1
Health	10	22
Library Media Skills	10	18
Mathematics	159	198
Music	43	32
Physical Education	43	40
Science	129	98
Social Studies	129	91
Technology Education	0	2
World Languages	0	12

<sup>1</sup>Interdisciplinary approach

### World Language

Formal instruction (at least 1 hour per week) in a world language is not offered in this school.

### Lunch

An average of 30 minutes is provided for lunch during full school days.

Special Programs	School	Elementary Schools	
		District	State
% of K-12 Students in Bilingual Education Program or Receiving English as a Second Language Services	2.6	4.1	7.0
% of Identified Gifted and/or Talented Students Who Received Services	92.9	93.5	78.7
% of Special Education Students Attending This School Who Spent Over 79% of Their Time with Their Non-Disabled Peers	70.5	69.1	80.3

## LIBRARY AND COMPUTERS

Free on-line access to periodicals, newspapers, and other resources is available to all Connecticut schools through the Connecticut Digital Library at [www.iconn.org](http://www.iconn.org).

Instructional Computers and Library Materials	School	Elementary Schools	
		District	State
# of Students Per Computer	5.8	6.7	3.3
% of Computers with Internet Access	100.0	100.0	99.0
% of Computers that are High or Moderate Power	100.0	100.0	94.6
# of Print Volumes Per Student*	28.3	29.7	28.2
# of Print Periodical Subscriptions	36	18	13

\*Because a certain number of volumes are needed for a library of adequate breadth and depth, a small school may need a higher number of volumes per student.

## SCHOOL STAFF

<b>Full-Time Equivalent Count of School Staff</b>	
General Education: Teachers and Instructors	62.35
Paraprofessional Instructional Assistants	9.00
Special Education: Teachers and Instructors	12.00
Paraprofessional Instructional Assistants	27.20
Library/Media Specialists and/or Assistants	2.00
Administrators, Coordinators, and Department Chairs	4.00
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	0.00
Counselors, Social Workers, and School Psychologists	4.30
School Nurses	2.00
Other Staff Providing Non-Instructional Services and Support	29.90

In the full-time equivalent count, staff members working part-time in the school are counted as a fraction of full-time. For example, a teacher who works half-time in a school contributes 0.50 to the school's staff count.

<b>Teachers and Instructors</b>	<b>School</b>	<b>Elementary Schools</b>	
		<b>District</b>	<b>State</b>
Average Number of Years of Experience in Education	12.5	13.3	13.3
% with Master's Degree or Above	72.4	73.4	78.1
Attendance, 2007-08: Average # of Days Absent Due to Illness or Personal Time	12.0	10.9	8.6
% Assigned to Same School the Previous Year	90.8	89.5	83.3

## HOME AND SCHOOL COMMUNICATION AND SUPPORT

**Teacher E-Mail Addresses:** All teachers at this school have been issued e-mail addresses.

**Online Homework Information:** A portion of the school's website is devoted to homework pages.

The following narrative about how this school promotes and supports parental involvement was submitted by this school.

Sarah Noble Intermediate School embraces our relationship with our parents and guardians as a partnership. SNIS held an Open House two days before school began and provided five days of conferences in both the fall and spring. Due to our size, SNIS presented two Curriculum Nights in September where parents and guardians met their children's teachers and learned about the curricula and teacher's plans for the year. Each teacher has an email address and telephone in his/her room so that parents and guardians had easy access to our staff. Many teachers had their own website where they post messages and assignments for students and the school maintained its own web page where messages could be left. Several of our teachers also sent weekly newsletters home with our students in our Friday Folder communication tool. The principal regularly meets with the PTO and communicates with parents via newsletters as well as electronic e-mail. SNIS has always been fortunate to have a strong PTO presence in our building. This partnership promotes many opportunities to communicate with parents and guardians. Our PTO sponsors an annual September Family Fun Fest. This celebration is open to all families in grades 4, 5, and 6 to establish bonds with SNIS staff and families.

## SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	2	0.2
Asian American	49	4.5
Black	28	2.6
Hispanic	81	7.4
White	935	85.4
Total Minority	160	14.6

**Percent of Minority Professional Staff:** 1.1%

**Non-English Home Language:** 7.5% of this school's students (excluding prekindergarten students) come from homes where English is not the primary language. The number of non-English home languages is 18.

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### EFFORTS TO REDUCE RACIAL, ETHNIC, AND ECONOMIC ISOLATION

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Below is the description submitted by this school of how it provides educational opportunities for its students to interact with students and teachers from diverse racial, ethnic, and economic backgrounds.

To help students at SNIS develop a greater awareness of diversity, increase their sensitivity, appreciate and respect each other, the school offers a wide variety of activities. The Social Studies curriculum in grade six features world cultures and the school also features a developmental guidance curriculum that stresses tolerance for differences in others. We also introduced a thematic developmental Character Education program featuring the 10 pillars of character. The character education program will be interwoven among the various disciplines. Our guidance teachers and social worker will work directly with both staff and students to introduce the Character Education themes throughout the year. Monthly, we proudly display student work in our lobby showcase depicting Character Education traits. Character Education traits are also posted on our website. SNIS has sponsored numerous outreach programs including obtaining food for the needy and books and toys, as well as clothing for children less fortunate than them. SNIS actively celebrated Black History Month with readings and numerous school and class projects featuring Rosa Parks and Martin Luther King.

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## STUDENT PERFORMANCE AND BEHAVIOR

Physical Fitness: % Reaching Health Standard on All Four Tests*	School	District	State	% of Schools in State with Equal or Lower Percent Reaching Standard
Grade 4	21.9	21.9	33.6	29.3
Grade 6	37.8	37.8	35.3	57.9

\*Includes tests for flexibility, abdominal strength and endurance, upper-body strength and aerobic endurance.



**Connecticut Mastery Test, Fourth Generation, % Meeting State Goal.** The Goal level is more demanding than the Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards.

Grade and CMT Subject Area	School	District	State	% of Schools in State with Equal or Lower Percent Meeting Goal
Grade 3 Reading	N/A	N/A	N/A	N/A
Writing	N/A	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A	N/A
Grade 4 Reading	57.3	57.1	60.7	42.5
Writing	67.1	66.9	64.2	52.6
Mathematics	50.6	50.5	63.6	29.8
Grade 5 Reading	76.0	75.6	66.0	66.9
Writing	77.7	77.3	66.5	68.3
Mathematics	69.0	68.6	68.8	50.3
Science	68.8	68.4	58.1	65.7
Grade 6 Reading	73.3	73.3	68.9	53.0
Writing	54.8	54.8	62.2	39.3
Mathematics	74.6	74.6	68.8	58.1

These results reflect the performance of students with scoreable tests who were enrolled in the district at the time of testing, regardless of the length of time they were enrolled in the district. Results for fewer than 20 students are not presented.

For more detailed CMT results, go to [www.ctreports](http://www.ctreports).

To see the NCLB Report Card for this school, go to [www.sde.ct.gov](http://www.sde.ct.gov) and click on “No Child Left Behind.”

Student Attendance	School	District Elementary Sch.	State Elementary Sch.
% Present on October 1	96.9	96.5	96.2

### Disciplinary Offenses

Disciplinary offenses committed by students include all serious offenses, offenses involving drugs, alcohol, or tobacco, and all incidents resulting in suspension or expulsion. In the 2007-08 school year, 51 students were responsible for these incidents. These students represent 4.5% of the estimated number of students who attended this school at some point during the 2007-08 school year. For more information and data on disciplinary offenses, go to [www.sde.ct.gov](http://www.sde.ct.gov), click on “CEDaR” and then on “Student Data.”

Number of Incidents by Disciplinary Offense Category, 2007-08		
Offense Category	Location of Incident	
	School	Other Location
Violent Crimes Against Persons	0	0
Sexually Related Behavior	0	0
Personally Threatening Behavior	9	0
Theft	2	0
Physical/Verbal Confrontation	5	0
Fighting/Battery	33	0
Property Damage	3	0
Weapons	0	0
Drugs/Alcohol/Tobacco	0	0
School Policy Violations	32	0
Total	84	0

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**SCHOOL IMPROVEMENT PLANS AND ACTIVITIES**

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The following narrative was submitted by this school.

SNIS has developed and submitted a school improvement plan with the state. The initiatives included in this plan will be implemented with associated actions over a three year period. The plan was developed with the input of teachers, parents and administrative staff. The three content areas addressed in this plan are math, reading and writing. It is the intent to increase student performance on CMT's with specific attention to economically disadvantaged and special education subgroups. In the first year of this plan we will develop and implement Pacing Calendars in both reading and math across all grades. In addition, with the assistance of Data Teams, teachers will analyze CMT results along with data from common formative assessments implemented throughout the year. We also developed a CALI team (Connecticut Accountability for Learning Initiative) that will oversee the data teams, SRBI initiative and Professional Development. We have included the work of Marzano's "Instructional Strategies That Work" as ongoing professional workshops for our staff. These workshops are geared to help staff integrate a variety of instructional strategies that will meet individual student learning needs and guide teachers in creating differentiated lessons. The intent of this training is to foster greater success not only for the Special Education and economically disadvantaged student but also for greater success for mainstreamed students. The SNIS staff has rewrote the schools mission statement. Activities will be implemented throughout the year incorporating Professional Learning Community concepts to promote a greater awareness of personal visions and commitment to school improvement plans and student achievement.

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**SUPPLEMENTAL SCHOOL INFORMATION**

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The space below was optionally used by this school to describe aspects of the school not presented elsewhere in the profile.

Sarah Noble Intermediate School offers many special events, activities and programs to enhance our students' experiences. This year we introduced Literature Week evening activities for both students and parents. Local, as well as nationally renowned authors conducted hands-on workshops in poetry, fiction and non-fiction writing. In addition, our new Jazz Band performed for all attendees in the closing ceremony for Literature Week. Approximately, sixty percent of our students either play an instrument or sing in our choral program and approximately two hundred fifty band and orchestra students marched in the town's Memorial Day Parade! SNIS band and orchestra students perform annually for family and friends at the "Band Extravaganza" along with our middle and high school bands. Selected members of our band played at the re-dedication of Lover's Leap Bridge this May. SNIS is proud to have its own planetarium. Each grade level incorporates visits to the planetarium as part of their regular classroom instruction. We are very fortunate to have volunteers from the John J. McCarthy Observatory, located at New Milford High School, as guest presenters for our science classes both in the classroom and at the planetarium. SNIS has an Early Intervention Team, for each grade level, with guidance, psychologist and social worker support. Grades 4 and 5 are teamed in pairs; grade six is taught by teachers who are organized by subject area teams consisting of a science, social studies, English/Language Arts and mathematics. This year we will introduce a new reading program in sixth grade. Our PTO is active and a welcome partner in our educational efforts and supports many of the field trips for all students.

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**STRATEGIC SCHOOL PROFILE 2008-09**

Middle and Junior High School Edition

**Schaghticoke Middle School**  
**New Milford School District**

DANA D. FORD, Principal  
 DENIS P. DOLAN, Asst. Principal  
 Telephone: (860) 354-2204  
 Website: <http://www.newmilfordps.org/sms/>

Location: 23 Hipp Road  
 New Milford,  
 Connecticut

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This profile was produced by the Connecticut State Department of Education in accordance with CT General Statutes 10-220(c) using data and narratives provided by the school district or testing services. Profiles and additional education data, including longitudinal data, are available on the internet at [www.sde.ct.gov](http://www.sde.ct.gov).

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**TYPE OF SCHOOL**

School Type: Traditional/Regular Education  
 School Grade Range: 7- 8

**STUDENT ENROLLMENT**

Enrollment on October 1, 2008: 776  
 5-Year Enrollment Change: -10.7%

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**INDICATORS OF EDUCATIONAL NEED**

Need Indicator	Number in School	Percent in School	Middle/Jr. High Schools	
			% in District	% in State
Students Eligible for Free/Reduced-Price Meals	96	12.4	12.4	25.1
Students Who Are Not Fluent in English	13	1.7	1.7	3.7
Students with Disabilities	111	14.3	14.3	11.7
Students Identified as Gifted and/or Talented	29	3.7	3.7	7.6
Students in Grades Above School's Entry Grade Who Attended Same School the Previous Year	386	96.5	96.5	92.1

**PROGRAM AND INSTRUCTION**

Instructional Time	School	State Middle/Jr. High Schools
Total Days per Year	180	181
Total Hours per Year	1,016	1,016

State law requires that at least 180 days of school be offered to students in kindergarten through Grade 12, 900 hours of instruction to Grades 1-12 and full-day kindergarten, and 450 hours to half-day kindergarten students.

Average Class Size	School	District	State
Grade 5	N/A	N/A	N/A
Grade 7	17.7	17.7	20.5

Enrollment in Selected High School Level Courses			
Percent of Grade 8 Students Taking	School	District	State
Mathematics	22.0	22.0	34.2
World Language	0.0	0.0	49.0

Required Hours of Instruction Per Year in Selected Subject Areas		
Grade 8	School	State
Art	27	33
Computer Education <sup>I</sup>	30	15
English Language Arts	135	229
Family and Consumer Science <sup>I</sup>	27	13
Health	27	24
Library/Media Skills	0	6
Mathematics	135	152
Music <sup>E</sup>	0	24
Physical Education	54	53
Science	135	144
Social Studies	135	143
Technology Education <sup>I</sup>	27	23
World Languages	135	77

<sup>I</sup>Interdisciplinary approach

<sup>E</sup>Elective hours also offered

### World Language

Formal instruction (at least 1 hour per week) in French, German, and Spanish starts in Grade 7 in this school.

Statewide, 71.3% of elementary and middle schools that serve Grade 7 start world language instruction by this grade.

### Lunch

An average of 24 minutes is provided for lunch during full school days.

Special Programs	School	Middle/Jr. High Schools	
		District	State
% of K-12 Students in Bilingual Education Program or Receiving English as a Second Language Services	1.7	1.7	3.7
% of Identified Gifted and/or Talented Students Who Received Services	100.0	100.0	69.9
% of Special Education Students Attending This School Who Spent Over 79% of Their Time with Their Non-Disabled Peers	85.6	85.6	76.8

## LIBRARY AND COMPUTERS

Free on-line access to periodicals, newspapers, and other resources is available to all Connecticut schools through the Connecticut Digital Library at [www.iconn.org](http://www.iconn.org).

Instructional Computers and Library Materials	School	Middle/Jr. High Schools	
		District	State
# of Students Per Computer	3.9	3.9	2.6
% of Computers with Internet Access	100.0	100.0	99.4
% of Computers that are High or Moderate Power	95.0	95.0	97.0
# of Print Volumes Per Student*	23.7	23.7	21.0
# of Print Periodical Subscriptions	4	4	28

\*Because a certain number of volumes are needed for a library of adequate breadth and depth, a small school may need a higher number of volumes per student.

## SCHOOL STAFF

<b>Full-Time Equivalent Count of School Staff</b>	
General Education: Teachers and Instructors	58.10
Paraprofessional Instructional Assistants	0.50
Special Education: Teachers and Instructors	8.05
Paraprofessional Instructional Assistants	15.50
Library/Media Specialists and/or Assistants	2.00
Administrators, Coordinators, and Department Chairs	2.40
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	0.00
Counselors, Social Workers, and School Psychologists	5.00
School Nurses	1.00
Other Staff Providing Non-Instructional Services and Support	22.20

In the full-time equivalent count, staff members working part-time in the school are counted as a fraction of full-time. For example, a teacher who works half-time in a school contributes 0.50 to the school's staff count.

<b>Teachers and Instructors</b>	<b>School</b>	<b>Middle/Jr. High Schools</b>	
		<b>District</b>	<b>State</b>
Average Number of Years of Experience in Education	15.0	15.0	14.0
% with Master's Degree or Above	70.6	70.6	75.8
Classroom Teacher Attendance, 2007-08: Average # of Days Absent Due to Illness or Personal Time	12.0	12.0	9.0
% Assigned to Same School the Previous Year	95.6	95.6	86.7

## HOME AND SCHOOL COMMUNICATION AND SUPPORT

**Teacher E-Mail Addresses:** All teachers at this school have been issued e-mail addresses.

**Online Homework Information:** A portion of the school's website is devoted to homework pages.

The following narrative about how this school promotes and supports parental involvement was submitted by this school.

Parents are always welcome to visit the school during operating hours. We hold 3 open houses during the year along with several concerts, sports events, and drama productions. During the fall, parent conferences are held 5 days including one evening. Teachers regularly communicate with parents via email, telephone, and academic reports. Teams are available to meet with parents during their weekly team meetings.

The PTO is extremely active and holds monthly meetings where parents can meet with members of the school faculty and administration. In their newsletter, the PTO distributes the school news and upcoming events. PTO encourages all parents to become involved in one of the many facets of the organization.

This year we have utilized our email system and web site more effectively. Progress reports, report cards, informational notes, and the principal's letters have been sent by email. Our web site is user friendly and teams have their own web pages. Forms and applications are now available on line for parents. Students can find homework assignments, practice test samples, field trip information, and dates for school activities.

## SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	0	0.0
Asian American	29	3.7
Black	10	1.3
Hispanic	66	8.5
White	671	86.5
Total Minority	105	13.5

**Percent of Minority Professional Staff:** 0.0%

**Non-English Home Language:** 6.7% of this school's students (excluding prekindergarten students) come from homes where English is not the primary language. The number of non-English home languages is 14.

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### EFFORTS TO REDUCE RACIAL, ETHNIC, AND ECONOMIC ISOLATION

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Below is the description submitted by this school of how it provides educational opportunities for its students to interact with students and teachers from diverse racial, ethnic, and economic backgrounds.

Students participate in a myriad of activities and lessons which incorporate the importance of diversity and the history of various world cultures and religions both ancient and modern: Japanese, Indian, Russian, American, Greek, and Egyptian. Schaghticoke students are known for their commitment to making the world a better place for all. Through fundraising and personal commitments, the students at Schaghticoke made a difference in the lives of many: children of Darfur; needy of New Milford; soldiers in Iran; New Milford elderly and Special Olympians. We celebrated Holocaust Remembrance Day by planting a bush on the school grounds and participating in a Day of Silence (110 students.) This year we created a Patriot Garden, 300 pinwheel display, which honors the memory of those who served our country.

Two programs have reinforced the importance and necessity of appreciating all members of the school community regardless, of religion, racial, economic or ethnic differences and teach the value of respect as a common belief and a right for all: Positive Behavior Support and our new Bully Busters Program.

Each month we incorporate an important character trait into our school day through lessons, modeling, and conscientious effort on the part of faculty and staff. Respect is the keystone of this model: Respect for School; Respect for Others; and Respect for Self. Since implementing our positive behavior support system (a school wide project), our disciplinary referrals from the staff members and the number of behavioral consequences have decreased dramatically. This is due in part to our community service after school program and our new Bully Busters program which has a membership of 17 students and two staff advisors. Students involved in this program are instrumental in teaching others the methods of counteracting bullying behavior as well as helping those who bully to understand and change their behaviors.

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## STUDENT PERFORMANCE AND BEHAVIOR

Physical Fitness: % Reaching Health Standard on All Four Tests*	School	District	State	% of Schools in State with Equal or Lower Percent Reaching Standard
Grade 4	N/A	N/A	N/A	N/A
Grade 6	N/A	N/A	N/A	N/A
Grade 8	34.4	34.4	36.8	50.7

\*Includes tests for flexibility, abdominal strength and endurance, upper-body strength and aerobic endurance.

**Connecticut Mastery Test, Fourth Generation, % Meeting State Goal.** The Goal level is more demanding than the Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards.

Grade and CMT Subject Area	School	District	State	% of Schools in State with Equal or Lower Percent Meeting Goal
Grade 4 Reading	N/A	N/A	N/A	N/A
Writing	N/A	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A	N/A
Grade 5 Reading	N/A	N/A	N/A	N/A
Writing	N/A	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A	N/A
Science	N/A	N/A	N/A	N/A
Grade 6 Reading	N/A	N/A	N/A	N/A
Writing	N/A	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A	N/A
Grade 7 Reading	83.3	83.3	74.9	69.9
Writing	64.4	64.3	62.9	54.8
Mathematics	71.4	71.4	66.0	62.5
Grade 8 Reading	78.5	78.5	68.4	67.1
Writing	71.1	70.7	66.5	55.8
Mathematics	68.6	68.6	64.5	53.9
Science	72.5	72.3	60.6	65.8

These results reflect the performance of students with scoreable tests who were enrolled in the district at the time of testing, regardless of the length of time they were enrolled in the district. Results for fewer than 20 students are not presented.

For more detailed CMT results, go to [www.ctreports.com](http://www.ctreports.com).

To see the NCLB Report Card for this school, go to [www.sde.ct.gov](http://www.sde.ct.gov) and click on "No Child Left Behind."

Student Attendance	School	District Middle/Jr. High Schools	State Middle/Jr. High Schools
% Present on October 1	98.5	98.5	96.2

### Disciplinary Offenses

Disciplinary offenses committed by students include all serious offenses, offenses involving drugs, alcohol, or tobacco, and all incidents resulting in suspension or expulsion. In the 2007-08 school year, 207 students were responsible for these incidents. These students represent 26.2% of the estimated number of students who attended this school at some point during the 2007-08 school year. For more information and data on disciplinary offenses, go to [www.sde.ct.gov](http://www.sde.ct.gov), click on "CEDaR" and then on "Student Data."

Number of Incidents by Disciplinary Offense Category, 2007-08		
Offense Category	Location of Incident	
	School	Other Location
Violent Crimes Against Persons	1	0
Sexually Related Behavior	6	0
Personally Threatening Behavior	31	0
Theft	11	0
Physical/Verbal Confrontation	53	0
Fighting/Battery	53	0
Property Damage	2	0
Weapons	0	0
Drugs/Alcohol/Tobacco	3	0
School Policy Violations	425	1
Total	585	1

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**SCHOOL IMPROVEMENT PLANS AND ACTIVITIES**

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The following narrative was submitted by this school.

Schaghticoke students' test results on the Connecticut Mastery Tests in Mathematics and Reading remained strong in both grades. The seventh grade scores were up two points ( 71.6% at goal) while the 8th grade scores went down two points ( 68.6% at goal) in Mathematics. In Reading, the seventh graders scored two points below last year's 85 % at goal while in the eighth grade scores went up 6 points from those received last year; 78% of the eighth grade students met the goal in reading this year. The gains made in reading performance were the result of individualized reading instruction in strand mastery, DEAR flex periods, and increased focus on reading in the content area. In 7th grade 90% of the students are at/above proficiency; in eighth grade 88.5% are at/above proficiency. In writing, the 7th grade students remained at 86% at/above proficiency with fewer students reaching goal than in 2008. The 8th grade students however gained 7 % points in writing with 71.1% students reaching goal. This increase was due to the fact that all teachers added writing practice and prompts to their lesson plans including the teachers of non-academic classes. Our Special Education students are steadily increasing in their % gains. In 7th grade, the reading scores increased students at goal by 12%, reading at goal by 4%, and decreased 4% in writing although the proficiency number rose by 5%. In 8th grade, Special Education students saw improvement in both reading and writing but a slight decrease in mathematics. We will address the performance of special education students by increasing instruction in those areas in which the students are deficient. Co-taught and collaborative classes have proven to be successful in aiding special education students and we have scheduled them for the coming year. Writing labs have been introduced to our day schedules and specifically help students with areas of weakness in editing and writing.

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**SUPPLEMENTAL SCHOOL INFORMATION**

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The space below was optionally used by this school to describe aspects of the school not presented elsewhere in the profile.

Schaghticoke Middle School houses all of the 7th and 8th graders in New Milford. The atmosphere of the building is one which promotes respect and good will among students, staff, and parents. The team approach has been very successful in helping students progress in their educational, emotional, and social endeavors. Teachers working together have formed interdisciplinary units which complement the curriculum and enable students to understand connections of thought between disciplines of study.

Overnight field trips are offered to Orlando, Florida, Boston, Massachusetts and Washington D. C. Approximately 300 students participated in these trips. Many were eligible to receive financial scholarships to defray their costs.

Day Field trips are offered on all teams and an all school field trip is held at the culmination of the school year.

Schaghticoke students may participate in a myriad of activities both in and out of school. Both interscholastic and intramural sports are offered. Band and chorus members both won gold medals at this year's competition. Other activities include: chess club, art club, drama club/production, and yearbook club to name a few. Academic Fitness, supervised study, is offered twice a week after school for those students needing a teacher supervised homework study.

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**STRATEGIC SCHOOL PROFILE 2008-09**

High School Edition

**New Milford High School****New Milford School District**

GREG P. SHUGRUE, Principal  
 JOHN H. LEE, JR., Asst. Principal  
 DONNA M. LUZI, Asst. Principal  
 GERALD ROBINSON, Asst. Principal

Telephone: (860) 350-6647

Website: <http://www.newmilfordps.org/nhs/>

Location: 388 Danbury Road  
 New Milford,  
 Connecticut

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This profile was produced by the Connecticut State Department of Education in accordance with CT General Statutes 10-220(c) using data and narratives provided by the school district or testing services. Profiles and additional education data, including longitudinal data, are available on the internet at [www.sde.ct.gov](http://www.sde.ct.gov).

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**TYPE OF SCHOOL**

School Type: Traditional/Regular Education

School Grade Range: 9-12

**STUDENT ENROLLMENT**

Enrollment on October 1, 2008: 1,542

5-Year Enrollment Change: -0.8%

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District Reference Group (DRG): D DRG is a classification of districts whose students' families are similar in education, income, occupation, and need, and that have roughly similar enrollment. The Connecticut State Board of Education approved DRG classification for purposes of reporting data other than student performance.

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**INDICATORS OF EDUCATIONAL NEED**

Need Indicator	Number in School	Percent in School	High Schools	
			% in DRG	% in State
Students Eligible for Free/Reduced-Price Meals	112	7.3	10.5	26.0
Students Who Are Not Fluent in English	16	1.0	1.0	3.3
Students Identified as Gifted and/or Talented	91	5.9	6.6	4.7
Students with Disabilities	168	10.9	10.5	10.6
Juniors and Seniors Working 16 or More Hours Per Week	105	14.2	22.8	19.0

**PROGRAM AND INSTRUCTION**

Average Class Size	School	DRG	State
Algebra I	20.9	18.9	18.7
Biology I	21.1	20.0	19.3
English, Grade 10	19.2	20.1	19.1
American History	22.1	20.7	19.9

**Language Instruction:** Instruction was offered in the following language(s): French, German, Russian, Spanish.

Instructional Time	School	State High Schools
Total Days per Year	180	182
Total Hours per Year	996	1,007

State law requires that at least 180 days of school and 900 hours of instruction be offered to students in high school grades.

### Lunch

An average of 26 minutes is provided for lunch during full school days.

% Juniors and Seniors Enrolled in a Course or Courses for College Credit	School	State
During the 2007-08 School Year	48.3	30.5

### Minimum Graduation Credits

The state requires a minimum of 20 credits for graduation.

Total Number of Credits Required for Graduation	School	DRG	State
Required for Class of 2008	22.5	22.9	23.3

% of Class of 2008 Graduates who Took Higher Level Courses or Earned More Credits in Selected Subjects than Required by the State for Graduation	School	State
Algebra I or Equivalent	97.4	94.1
Chemistry	91.9	73.6
4 or More Credits in Mathematics	80.2	65.5
3 or More Credits in Science	93.7	91.1
4 or More Credits in Social Studies	92.4	55.4
Credit for Level 3 or Higher in a World Language	64.5	60.6
2 or More Credits in Vocational Education	46.7	59.2
2 or More Credits in the Arts	35.5	41.6

### Class of 2008

This school required more than the state minimum number of credits for graduation in health, science.

Special Programs	School	High Schools	
		DRG	State
% of Students in Bilingual Education Program or Receiving English as a Second Language Services	1.0	1.0	3.3
% of Gifted and/or Talented Students Who Received Services	0.0	33.0	39.3
% of Special Education Students Who Spent Over 79% of Their Time with Their Non-Disabled Peers:	79.2	72.9	72.6

### LIBRARY AND COMPUTERS

Free on-line access to periodicals, newspapers, and other resources is available to all Connecticut schools through the Connecticut Digital Library at [www.iconn.org](http://www.iconn.org).

Instructional Computers and Library Materials	School	High Schools	
		DRG	State
# of Students Per Computer	3.5	3.0	2.4
% of Computers with Internet Access	100.0	99.8	99.2
% of Computers that are High or Moderate Power	100.0	99.9	98.8
# of Print Volumes Per Student*	14.7	16.6	16.0
# of Print Periodical Subscriptions	48	58	48

\*Because a certain number of volumes are needed for a library of adequate breadth and depth, a small school may need a higher number of volumes per student.

**Interactive Distance Learning:** This school does not utilize interactive distance learning. Interactive distance learning ranges from on-line courses with student-instructor interaction via the internet to live classroom interactions through two-way audio and video transmissions. Statewide, 0.4% of high schools in the state utilize interactive distance learning.

**SCHOOL STAFF**

<b>Full-Time Equivalent Count of School Staff</b>		
General Education: Teachers and Instructors		96.00
Paraprofessional Instructional Assistants		1.00
Special Education: Teachers and Instructors		12.00
Paraprofessional Instructional Assistants		19.40
Library/Media Specialists and/or Assistants		2.00
Administrators, Coordinators, and Department Chairs		8.40
Instructional Specialists Who Support Teachers (e.g., subject area specialists)		0.00
Counselors, Social Workers, and School Psychologists		9.30
School Nurses		2.00
Other Staff Providing Non-Instructional Services and Support		40.10

In the full-time equivalent count, staff members working part-time in the school are counted as a fraction of full-time. For example, a teacher who works half-time in a school contributes 0.50 to the school's staff count.

<b>Teachers and Instructors</b>	<b>School</b>	<b>High Schools</b>	
		<b>DRG</b>	<b>State</b>
Average Number of Years of Experience in Education	13.5	13.9	13.8
% with Master's Degree or Above	68.5	73.0	72.9
Teacher Attendance, 2007-08: Average # of Days Absent Due to Illness or Personal Time	10.9	8.5	8.4
% Assigned to Same School the Previous Year	92.8	88.1	87.0

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**HOME AND SCHOOL COMMUNICATION AND SUPPORT**


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**Teacher E-Mail Addresses:** All teachers at this school have been issued e-mail addresses.

**Online Homework Information:** A portion of the school's website is devoted to homework pages.

The following narrative about how this school promotes and supports parental involvement was submitted by the school.

New Milford High School is committed to communicating with parents in an effort to better serve their children. Parents, students, and teachers regularly use e-mail to communicate and share concerns and seek help. Our new website is another example to reach out to parents and students to try and further increase our level of communication. This site is also used to inform parents of upcoming events and school news. Many teachers have their own websites where parents and students can go to get help or explanations or assignments. As much as technology is helping to bridge the communication gap, New Milford High School is committed to personal parent conferences that are held annually. In addition to the regularly scheduled parent conferences, parents are also encouraged to ask for "case conferences" with individual teachers at any time of the school year to discuss concerns.

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## SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	0	0.0
Asian American	48	3.1
Black	30	1.9
Hispanic	87	5.6
White	1,377	89.3
Total Minority	165	10.7

**Percent of Minority Professional Staff:** 1.6

**Non-English Home Language:** 4.9% of this school's students come from homes where English is not the primary language. The number of non-English home languages is 19.

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### EFFORTS TO REDUCE RACIAL, ETHNIC, AND ECONOMIC ISOLATION

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Below is the description submitted by this school of how it provides educational opportunities for its students to interact with students and teachers from diverse racial, ethnic, and economic backgrounds.

New Milford High School continues to stake steps to reduce student isolation. We have organized student activities aimed to promote understanding and communication. Membership varies from year-to-year based on student interest. Last year, these organizations included: (1) Shining Light Club, a non-denominational organization bringing religiously oriented students together for fellowship and community service, (2) United Countries Club, working toward greater international understanding, (3) Habitat for Humanity, a service group working with the economically disadvantaged, (4) Gay-Straight Alliance Club, an activity for students interested in issues of homophobia and equal rights in America, (5) Interact Club, a youth subsidiary of the Rotary Club, (6) Key Club, a group dedicated to community projects, and (7) SADD, a group whose goal is to help students make well informed decisions about alcohol, drugs, suicide, and pregnancy. Our high school's sports conference, the Southwest Conference, which consists of 16 schools from urban, suburban, and rural communities, continues to foster racial diversity in athletic competition. The SWC continues to organize workshops that bring together student leaders from our respective schools. Workshops include issues of sportsmanship, fair play, substance abuse, and athletics in the academic world. Our social studies department sponsors a Model UN Day for the entire sophomore class. All sophomores participate in the ADL, "Names Can Really Hurt" program. Finally, our cultural programs have included, among others, celebrations of Black History Month and Women's History Month; another diverse program was our extremely popular Poetry Slam

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## STUDENT PERFORMANCE AND BEHAVIOR

Physical Fitness: % Reaching Health Standard on All Four Tests*	School	State	% of Schools in State with Equal or Lower Percent Reaching Standard
Grade 10	54.0	39.9	88.5

\*Includes tests for flexibility, abdominal strength and endurance, upper-body strength and aerobic endurance.

Advanced Placement Courses 2007-08	School	State High Schools
Number of Courses for which Students were Tested	15	10.0
% of Grade 12 Students Tested	17.5	21.2
% of Exams Scored 3 or More*	87.3	72.8

\*A score of three or higher is generally required for earning college credit.

**Connecticut Academic Performance Test, Third Generation, % Meeting State Goal.** The CAPT is administered to Grade 10 students. The Goal level is more demanding than the state Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards. The following results reflect the performance of students with scoreable tests who were enrolled in the school at the time of testing, regardless of the length of time they were enrolled in the school. Results for fewer than 20 students are not presented. For more detailed CAPT results, go to [www.ctreports.com](http://www.ctreports.com).

CAPT Subject Area	School	State	% of Schools in State with Equal or Lower Scores
Reading Across the Disciplines	54.8	47.4	66.1
Writing Across the Disciplines	71.1	55.0	74.7
Mathematics	69.7	47.8	83.6
Science	64.3	42.8	84.3

To see the NCLB Report Card for this school, go to [www.sde.ct.gov](http://www.sde.ct.gov) and click on "No Child Left Behind."

**SAT® I.** The lowest possible score on each subtest is 200; the highest possible score is 800.

SAT® I: Reasoning Test Class of 2008	School	State	% of Schools in State with Equal or Lower Scores
Average Score: Mathematics	536	507	80.1
Critical Reading	505	503	59.7
Writing	513	506	63.5
% of Graduates Tested	86.2	74.5	N/A

Graduation and Dropout Rates	School	State	% of Districts in State with Equal or Less Desirable Rates
Graduation Rate, Class of 2008	96.2	92.1	63.4
Cumulative Four-Year Dropout Rate for Class of 2008	3.6	6.6	58.4
2007-08 Annual Dropout Rate for Grade 9 through 12	1.7	2.5	31.6

Activities of Graduates	School	State
% Pursuing Higher Education	88.0	82.0
% Employed, Civilian and Military	1.3	1.4

Student Attendance	School	State High Schools
% Present on October 1	96.0	94.6

### Disciplinary Offenses

Disciplinary offenses committed by students include all serious offenses, offenses involving drugs, alcohol, or tobacco, and all incidents resulting in suspension or expulsion. In the 2007-08 school year, 221 students were responsible for these incidents. These students represent 13.8% of the estimated number of students who attended this school at some point during the 2007-08 school year. For more information and data on disciplinary offenses, go to [www.sde.ct.gov](http://www.sde.ct.gov), click on "CEDaR" and then on "Student Data."

Number of Incidents by Disciplinary Offense Category, 2007-08		
Offense Category	Location of Incident	
	School	Other Location
Violent Crimes Against Persons	0	0
Sexually Related Behavior	1	0
Personally Threatening Behavior	26	3
Theft	23	0
Physical/Verbal Confrontation	2	0
Fighting/Battery	21	0
Property Damage	3	0
Weapons	8	0
Drugs/Alcohol/Tobacco	34	2
School Policy Violations	484	10
Total	602	15

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**SCHOOL IMPROVEMENT PLANS AND ACTIVITIES**

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The following narratives was submitted by this school.

Measures of student achievement at New Milford High School have been consistent. The performance of last year's (2009) sophomores on the Connecticut Academic Performance Test (CAPT) indicates consistent performance in science (64.3% at goal, 93.8% proficient) and mathematics (69.5% at goal and 93.8% proficient). Student writing scores (71.1% at goal and 95.5% proficient) were also consistent with the 2008 results. The Reading scores dipped a bit from 2008 (with 54.8% meeting goal and 91.3% proficient). The high school continues to focus on ways to improve reading performance, and through the task force that was created last year we have seen improvements. SAT results increased slightly from (writing (510 and in math (541) the previous year. Those scores represent an increase of 5 points in math and 5 points in reading from the previous year's results. Writing scores increased 2 points to 515. We have added an SAT prep course to our course offerings in an effort to further enhance our SAT scores.

Advanced Placement results continue to show steady performance from year to year. 81% of the students taking an AP course attained a score of "3" (qualified) or better and almost twice the percentage of our students attained top scores when compared to the national average (32.4% to about 16%). Students taking Biology, French, Psychology, Chemistry, German, and Calculus did particularly well in 2009.

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**SUPPLEMENTAL SCHOOL INFORMATION**

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The space below was optionally used by this school to describe aspects of the school not presented elsewhere in the profile.

Our facilities include an 800-seat theatre, an arena which houses 1200, a smaller gymnasium, a dance room, a well-equipped weight room, seven computer labs, one language lab, and spacious classrooms. Our outdoor grounds include a lighted, multi-purpose field/stadium, 7 other playing fields, 6 tennis courts, and an 8 lane, all weather, rubberized track.

Curriculum initiatives continue to focus on the inclusion of standards of assessment for student performance in every curriculum. NEASC accreditation occurred in March 2004.

Our academic competition teams continued to flourish. Our Math Team continues to score well in regional competition.

A school resource officer continues to be on staff. His responsibilities included teaching classes and providing building safety and security. A student assistance team, in conjunction with counselors from New Milford Hospital and the New Milford Youth Agency, served students in need. A staff of community volunteers services the McCarthy Observatory, one of the few in the country at the high school level.

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**New Milford Board of Education  
Regular Meeting Minutes  
November 10, 2009  
Sarah Noble Intermediate School Library Media Center**

GEORGE C. BUCKBEE  
TOWN CLERK *gm*

2009 NOV 13 A 9:24

NEW MILFORD, CT

Present:	Dr. Lisa Diamond, Board Chairman
	Mrs. Julie Turk
	Mrs. Alexandra Thomas
	Mrs. Wendy Faulenbach
	Mrs. Amy Llerena
	Mr. David Lawson, Secretary
	Mr. William Wellman
	Mr. Thomas McSherry, Vice Chairman

Also Present	Dr. JeanAnn C. Paddyfote, Superintendent of Schools
	Ms. Catherine Richard, Interim Assistant Superintendent
	Mr. John Turk, Director of Fiscal Services
	Ms. Ellamae Baldelli, Director of Human Resources
	Mr. John Calhoun, Facilities Manager
	Daniel Holland, Student Representative
	Josh Jugler, Student Representative

1.	The meeting of the New Milford Board of Education was called to order at 7:30 p.m. by Dr. Diamond. The Pledge of Allegiance followed the Call to Order.	Call to Order
2.	JeanAnn Paddyfote recognized members of the Health & Safety Committee: Barbara Hallecks, John Calhoun, Ellamae Baldelli, Darleen Cappetta, Denise Duggan, Brian Hearty, Lynn Holmes, Virginia Landgrebe, Sandy McDowell, Jill Morrison, Donald Naiman and Laura Sotherland.  The committee's charge is to ensure a safe and healthy environment in the schools for students and staff.	Recognition of Health & Safety Committee.
	Dr. Diamond called a 10 minute recess at 7:37 p.m. for reception in recognition of the Health & Safety Committee.	Recess and reception

3.	Meeting reconvened at 7:55 p.m.  <b>Public Comment:</b>	Public Comment: Monty Montero representing the New Milford High School
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	Mr. Montero representing the New Milford High School Booster Club divulged the deplorable condition of the two porta-potties currently offered for attendees at stadium games. The Booster Club is proposing an addition to the back of the existing shed with six stalls. Various officials have been contacted regarding this plan. The Booster Club is seeking support from the Board and the procedure to go forward with this proposal. Mr. Montero was advised of the Facilities Subcommittee Meeting scheduled for December 1 at 6:30 p.m.	Booster Club.
4.	<b>PTO Report:</b> Fundraisers netted results close to last year's totals. The book fairs are underway. Fingerprinting of volunteers has met with positive response. PTO congratulates new Board members and thanks outgoing Board members for their time and effort.	PTO Report
5.	<b>Student Representatives' Report:</b> Daniel Holland and Josh Jugler reported November dates including SATs scheduled for November 7; Thanksgiving football game at 10 a.m. and a 5 a.m. pep rally.	Student Representatives' Report
6.	<b>Minutes of October 13, 2009</b> approved by motion of Amy Llerena, seconded by Thomas McSherry. Motion passed unanimously: ayes: Llerena, Lawson, Diamond, Faulenbach, McSherry, Thomas, Turk, Wellman.	Approval of minutes: Motion made and passed to approve minutes from the regular meeting of October 13, 2009.
7.	<p><b>Superintendent's report:</b> On November 5 and 6 twenty-four educators, community people, business owners, elected officials convened to work on the Strategic Plan. After twenty hours of working, the strategic planning committee did reaffirm the district's mission, beliefs, and objectives. The team determined to rewrite two sections starting in December, completing in March. The updated Strategic Plan will be brought to the Board in May or June.</p> <p>An action item concerning the Consolidated entitlement grant is on this agenda.</p> <p>H1N1 monitoring of absenteeism shows slightly higher than normal student absenteeism; staff</p>	Superintendent's Report



	<p>absenteeism is typical.</p> <p>Working with the Health Department, 140 students received the H1N1 vaccine.</p> <p>The McCarthy Observatory Solar System will be dedicated at 1 p.m. on November 14, at the observatory after which the components will be distributed throughout the community.</p> <p>The outgoing Board members were recognized and presented with plaques. They include: Elizabeth Finney, Amy Llerena and Julie Turk.</p>	
8.	<p><b>Board Chairman's Report:</b> Dr. Maureen McLaughlin was appointed Assistant Superintendent of Schools at a special meeting held this evening.</p> <p>Dr. Diamond thanked outgoing Board members for their service.</p>	Board Chairman's Report.
9.	<p><b>Committee reports:</b></p> <p><b>Facilities Sub-committee:</b> Mr. McSherry reported no meeting this month.</p> <p><b>Operations Sub-committee:</b> Dr. Diamond acting sub-committee chairman, conducted the meeting and reported it to be 'the shortest on record'.</p> <p><b>Policy Sub-committee:</b> Amy Llerena reported revision of several policies.</p> <p><b>Committee on Learning sub-committee:</b> David Lawson reported on the Social Studies K-12 curricula. Next meeting will be November 17: A report on a full day kindergarten program and School Improvement Plans will be presented. Mr. Lawson acknowledged Catherine Richard interim Assistant Superintendent.</p>	Committee reports
10. A.	<p>Discussion and Possible Action:</p> <p><b>Motion to approve Exhibit A Personnel – Certified and Non-Certified Appointments, Resignations and Leaves of Absences made by</b></p>	<p>Discussion and Possible Action:</p> <p>Exhibit A Personnel – Certified and Non Certified</p>

10.B.	<p>Amy Llerena, seconded by David Lawson. Motion passed unanimously: Ayes: Llerena, Lawson, Diamond, McSherry, Faulenbach, Thomas, Turk, Wellman.</p> <p><b>Monthly reports:: request for Budget Transfers, Revised Purchase Resolution D-621 and the Budget Position as of 10/31/09</b>, Wendy Faulenbach moved to approve monthly reports, motion seconded by Alexandra Thomas.</p> <p>Mr. Lawson inquired of Mr. Turk is there anything the Board should be aware of; Mr. Turk replied the expenditure balance is favorable to prior years; no major problems to this point. Mr. Turk further reported on contract expiration dates for electricity which is June 15, 2010; natural gas, September 30, 2010 and fuel June 30, 2010. Budget estimates for these items will have to be made six months in advance of contracts.</p> <p>Motion passed unanimously: Llerena, Lawson, Diamond, McSherry, Faulenbach, Thomas, Turk and Wellman.</p>	<p>Appointment; Resignations and Leaves of Absences approved unanimously.</p> <p>Monthly Reports: Request for Budget Transfers, Revised Purchase Resolution D-621 and the Budget Position as of 10/31/09 approved unanimously.</p>
10. C.	<p>Discussion and possible action: <b>PTO Gifts &amp; Donations</b>. Mrs. Faulenbach moved acceptance of Exhibit B: PTO Gifts &amp; Donations, seconded by Alexandra Thomas. Motion passed unanimously: ayes: Llerena, Lawson, Diamond, McSherry, Faulenbach, Thomas, Turk and Wellman.</p>	<p>Discussion and possible action: Gifts &amp; Donations approved unanimously.</p>
10. D.	<p><b>Approval of the following policies: 1325 Advertising and Promotion; 2112 Professional Development Opportunities; 2120 Administrative Assignments; 2130 Job Descriptions; 2131 Superintendent of Schools; 2133 Principal; 2152 Assignment of Administrative Personnel; 2231 Policy and Regulation Systems; 2240 Educational Research in District Schools and 4111.1/4211.1 Equal Employment Opportunity</b> approved by motion of Amy Llerena, seconded by Alexandra Thomas.</p>	<p>Policies: 1325 Advertising and Promotion; 2112 Professional Development Opportunities; 2120 Administrative Assignments; 2130 Job Descriptions; 2131 Superintendent of Schools; 2133 Principal; 2152 Assignment of Administrative Personnel; 2231 Policy and Regulation Systems; 2240 Educational</p>

	<p>Mr. Lawson urged the Board to ensure regulations did not require individuals to look at advertising against their will.</p> <p>Mrs. Thomas noted the policy gives the Superintendent the ability to make decisions; it has always been the Board's right and responsibility to make the Superintendent aware of the Board's wishes. It is expected that everything will be done fairly and appropriately.</p> <p>Mrs. Llerena commented on the discussion at the Policy Sub-Committee meeting regarding advertising and promotion where pros and cons of advertising were expressed. The key change in the policy is that the Superintendent must approve any advertising by private interests in school district facilities or on school district property.</p> <p>Mr. McSherry noted advertising has always been allowed; he is not in favor or signs around the football field. Advertising is revenue for the schools; advertising should be for enhancement not basic services.</p> <p>Mr. Lawson commented on the community organizations providing scholarships.</p> <p>Motion passed: ayes: Llerena, Diamond, McSherry, Faulenbach, Thomas, Turk, Wellman. Nays: Lawson.</p>	<p>Research in District Schools and 4111.1/4211.1 Equal Employment Opportunity passed with one negative vote.</p>
10.E.	<p><b>Policy for second review: 5141.25 Students with Special Needs.</b> No motion needed. Mrs. Llerena noted policies must go through Board twice.</p>	<p>Policy for second review: 5141.25.</p>
10.F.	<p><b>Approval of the following curricula: Revision of Social Studies K-12 Scope and Sequence; Revision of French Curriculum III and IV; Revision of Forensic Science; Revision of Advanced Auto CAD and Revision of Intellectual History</b> by motion of David Lawson, seconded by Wendy Faulenbach.</p> <p>Alexandra Thomas commented on the amount of work for these curricula. Mr. McSherry thanked</p>	<p>Approval of the following curricula Revision of Social Studies K-12 Scope and Sequence; Revision of French Curriculum III and IV; Revision of Forensic Science; Revision of Advanced Auto CAD; Revision of Intellectual History passed</p>

	<p>the staff for bringing the curricula forward to the Board.</p> <p>Motion passed unanimously: ayes: Llerena, Lawson, Diamond, McSherry, Faulenbach, Thomas, Turk and Wellman.</p>	unanimously.
10.G.	<p><b>Consolidated Grant Application (Part II).</b> Mr. McSherry moved approval for the Consolidated Grant Application (Part II), seconded by Mrs. Thomas. Motion passed unanimously. Ayes: Llerena, Lawson, Diamond, McSherry, Faulenbach, Thomas, Turk and Wellman.</p>	Consolidated Grant Application (Part II) approved unanimously.
10.H.	<p><b>Textbook Approvals for Grade 10:</b> Mrs. Thomas moved Textbooks Approvals for Grade 10, seconded by Mrs. Llerena. Motion passed unanimously. Ayes: Llerena, Lawson, Diamond, McSherry, Faulenbach, Thomas, Turk and Wellman.</p>	Textbook Approvals for Grade 10 approved unanimously.
11.1.2.3.	<p>Items for Discussion: Field Trip report, November 2009, Textbook Previews; 2008-2009 Strategic School Profile.</p> <p>Mrs. Thomas asked if there would be other opportunities to discuss the Strategic School Profile.</p> <p>Mr. Lawson noted the Profile will be referenced throughout the year.</p> <p>Mrs. Thomas cited the differences in the three elementary schools and urged that there be an effort to have the schools work together so the third graders when entering the combined fourth grade will all have similar skills.</p> <p>Mr. McSherry added this was discussed in detail at the Strategic Plan sessions and a long list was compiled for the Assistant Superintendent to review.</p> <p>Mr. Lawson reminded the Board of the K-12 coordinator positions that were cut whose assignment had been keeping curriculum in the</p>	<p>Items for discussion: Field trip report, November 2009.</p> <p>Textbook Previews</p> <p>2008-2009 Strategic School Profile.</p>

	<p>schools in line and updated.</p> <p>Mr. Wellman asked if the profiles are or will be on the website to allow parents an overview of the schools.</p>	
12.	<p>Mr. McSherry moved to enter into Executive Session at 8:32 p.m. and to invite Dr. Paddyfote into that session to discuss: Status of Pending Litigation concerning student accommodations; Discussion of Superintendent's Performance, Future Employment and Contract. Mrs. Turk seconded the motion which passed unanimously: Ayes: Llerena, Lawson, Diamond, McSherry, Faulenbach, Thomas, Turk and Wellman.</p> <p>The Superintendent left Executive Session at 8:45 p.m. and re-entered Executive Session at 9:15 p.m. and exited at 9:25 p.m.</p> <p>The Board resumed Public Session at 9:53 p.m.</p>	<p>Motion to enter into Executive Session at 8:32 p.m. passed unanimously.</p>
13.A.	<p>Mr. Lawson made a motion to approve the superintendent's contract. Mrs. Thomas seconded the motion.</p> <p>Discussion: Mr. Wellman thanked the Board for allowing him to read the contract in its entirety and he regretted delaying the Board.</p> <p>The motion passed unanimously. Ayes: Llerena, Lawson, Diamond, McSherry, Faulenbach, Thomas, Turk and Wellman.</p>	
14.	<p>Mrs. Turk made a motion to adjourn, seconded by Mrs. Llerena and passed unanimously.</p> <p>The Board of Education meeting adjourned at 9:55 p.m.</p>	

Respectfully submitted,



David A. Lawson, Secretary  
New Milford Board of Education