

NEW MILFORD BOARD OF EDUCATION

New Milford Public Schools

25 Sunny Valley Road, Suite A

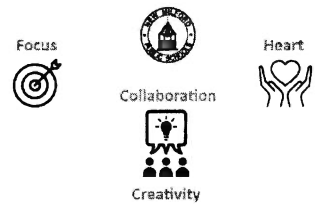
New Milford, Connecticut 06776

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2025 OCT 17 A 8:08

NEW MILFORD, CT

**BOARD OF EDUCATION
MEETING NOTICE**



DATE:	October 21, 2025
TIME:	6:30 P.M.
PLACE:	Sarah Noble Intermediate School – Library Media Center

AGENDA

New Milford Public Schools Mission Statement

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

1. CALL TO ORDER

A. Pledge of Allegiance

2. PUBLIC COMMENT

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

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

3. IDEAL STUDENT RECOGNITION: Schaghticoke Middle School

4. PTO REPORT

5. STUDENT REPRESENTATIVE'S REPORT

6. APPROVAL OF MINUTES

- A. Approval of the following Board of Education Meeting Minutes:
 - 1. Regular Meeting Minutes September 16, 2025

7. SUPERINTENDENT'S REPORT

8. BOARD CHAIRPERSON'S REPORT

9. SUBCOMMITTEE REPORTS

- A. Policy
- B. Committee on Learning
- C. Facilities
- D. Operations

10. DISCUSSION AND POSSIBLE ACTION

- A. Monthly Reports
 - 1. Budget Position dated September 30, 2025
 - 2. Purchase Resolution D-799

3. Request for Budget Transfers
- B. Course Proposals
 1. Intro to Career Readiness
 2. Draft and Design 2
 3. Intro to Drafting and Design
 4. AP Business with Personal Finance
 5. ECE-Human Geography - SCSU
 6. Citizenship
 7. Summit Math III
 8. Summit Health and Wellness
 9. Summit English III: Identity, Society and Capstone
 10. Math Lab
 11. Explorations in Physical Science 1 and 2
 12. Nets and Recreational Games
 13. Group Fitness
 14. Yoga and Pilates
 15. Team Sports

C. Leave of Absence Request: Ms. Vilma Alonso, NMHS secretary, from October 14 through the end of the 2025-26 school year for personal reasons.

11. ITEMS OF INFORMATION

- A. Registration and Residency Update
- B. Pathways Explorations at SMS
- C. Facilities Ongoing Projects
- D. Employment Report - October 2025
- E. Enrollment Report - October 2025
- F. October Fundraising Report
- G. Field trip Report

12. Discussion and possible action regarding ratification of successor collective bargaining agreement between the New Milford Board of Education and New Milford School Administrators Association. Executive session anticipated.

13. Discussion and possible action regarding ratification of successor collective bargaining agreement between the New Milford Board of Education and New Milford Board of Education Nurses Local 1303-154 of Council 4 AFSCME, AFL-CIO and proposed memoranda of agreement between the Board and Union relating to the same. Executive session anticipated.

14. ADJOURN

New Milford Board of Education
Meeting Minutes
September 16, 2025
Sarah Noble Intermediate School Library Media Center

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2025 SEP 19 P 2:12
NEW MILFORD, CT

Present:	Mrs. Leslie Sarich, Chairperson Mr. Eric Hansell, Vice Chairperson <i>arrived 6:34pm</i> Mrs. Tammy McInerney, Secretary Mrs. Sarah Herring, Assistant Secretary Mr. Dean Barile Mrs. Wendy Faulenbach Mr. Brian McCauley Mr. Tom O'Brien
Absent:	Mr. Randall Scofield

Also Present:	Dr. Janet Parlato, Superintendent of Schools Ms. Holly Hollander, Assistant Superintendent of Schools Mr. Jeffrey Turner, Director of Technology Mr. Anthony Giovannone, Director of Fiscal Services and Operations Mr. Matthew Cunningham, Director of Facilities Dr. Kimberly Culkin, Director of Student Services
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1.	A.	Call to Order Pledge of Allegiance The meeting of the New Milford Board of Education was called to order at 6:30 p.m. by Mrs. Leslie Sarich, Chairperson. The Pledge of Allegiance immediately followed the call to order.	Call to Order A. Pledge of Allegiance
2.	A.	Public Comment There was none.	Public Comment
3.		<u>IDEAL EMPLOYEE RECOGNITION:</u> <u>TEACHERS AND PARAEDUCATORS OF THE YEAR</u> <u>Teachers of the Year:</u> Cara Abraham of New Milford High School (NMHS) Diana Beddows of Schaghticoke Middle School (SMS) Kara Gray of Hill & Plain School (HPS) Megan Przybysz of Sarah Noble Intermediate School (SNIS)	

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		<u>Paraeducators of the Year:</u> Katherine Fossi of NMHS Barbara Marques of HPS Jill Shailor of LHTC Konnie Tlasky SMS <u>District Winners:</u> Stefanie Pilla teacher at NES Jessica Bates paraeducator at SNIS	
4.		PTO REPORT Mrs. Reiss stated the district received a donation of school supplies from Walmart. The donation was split amongst the schools. NMHS is doing a class shirt fundraiser, spirit week is coming up as well as the homecoming dance. SMS had a successful 6th grade dance and there is a fall fest planned for the 26th. NES held a merchandise sale, and they are waiting on grant approval for a water fountain in the gym. HPS had a successful fall fest and thanked everyone for coming out to celebrate and participate in the dunk tank. There will be a color run Thursday. The hope is to raise \$10,000. SNIS had a welcome back foam fest and they are planning a Halloween party. Boosterthon has ended and they raised \$20,000.	PTO REPORT
5.		STUDENT REPRESENTATIVE’S REPORT There was none.	STUDENT REPRESENTATIVE’S REPORT
6.		APPROVAL OF MINUTES Approval of the following Board of Education Meeting Minutes: Regular Meeting Minutes August 19, 2025 Special Meeting Minutes August 19, 2025 <i>Mr. Hansell moved to approve the Regular Meeting Minutes, August 19, 2025 and Special Meeting Minutes, August 19, 2025. Seconded by Mr.</i>	APPROVAL OF MINUTES A. Approval of the following Board of Education Meeting Minutes: Regular Meeting Minutes August 19, 2025 Special Meeting Minutes August 19, 2025 Motion made and passed to approve the Regular Meeting Minutes, August 19, 2025 and

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		<i>McCauley. Motion passed 6-0-2 with Mrs. Sarich, and Mrs. Faulenbach abstaining.</i>	Special Meeting Minutes, August 19, 2025. Motion passed 6-0-2.
7.		SUPERINTENDENT'S REPORT Dr. Parlato stated they are off to a strong school year. Clubs and teams have begun with lots of participation. Dr. Parlato thanked staff for their hard work in getting the buildings ready for the beginning of the school year.	SUPERINTENDENT'S REPORT
8.		BOARD CHAIRPERSON'S REPORT Mrs. Sarich stated she wanted to thank the negotiations team for all their hard work, especially since they were there the previous evening from 5:30pm-5:30am.	BOARD CHAIRPERSON'S REPORT
9.		SUBCOMMITTEE REPORT'S A. Policy Mrs. McInerney stated there are policies for third review and approval, including the Board's bylaws. They were listed on last month's agenda, but because there was a break in time from the second review, it was decided to take another month to review them. These bylaws govern how the Board conducts its business. The Board will also be voting to delete policies and bylaws that are no longer applicable. B. Committee on Learning Mrs. Herring stated there is an update on Artificial Intelligence, a K-3 literacy update for Bookworms, and a new K-5 progress report. C. Facilities Mr. O'Brien stated there is one item on the agenda regarding the removal of the SMS underground storage tank. Mr. O'Brien thanked Mr. Cunningham for his presentation on the summer projects and for all their hard work. D. Operations Mrs. Faulenbach stated the monthly reports will be reviewed, as well as some items of information. It is important to bring as much information forward so we can prepare for budget.	SUBCOMMITTEE REPORT'S E. Policy F. Committee on Learning G. Facilities H. Operations

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10.	DISCUSSION AND POSSIBLE ACTION A. Monthly Reports 1. Budget Position dated August 31, 2025 2. REVISED Purchase Resolution: D-798 3. Request for Budget Transfers Budget Position: Mr. Giovannone stated the Budget Position is current as of August 31st. There are no payroll encumbrances shown since those were posted in September. Any comparison to prior years or months should wait until payroll encumbering is completed in October. The capital reserve balance reflects the deposit for the 23/24 fiscal year end, but does not show the money needed to fund capital projects for the current year version of the 5 Year Capital Plan. Mrs. Faulenbach noted the 23-24 fiscal year-end deposit is reflected, but not the 24/25 withdrawal. Also, the deposit from our last end-of-year balance has not been reflected, but the carveout is there for the ESG payment. Those December payments are large dollar amounts. All these items, and more, will need clarity as we go into budget season. Mrs. Faulenbach asked if we have captured and quantified the savings, as well as expected expenditures with regards to ESG. Mrs. Giovannone stated there was a meeting with ESG and NV5 to review the measurement verification report. This report is issued one year after the construction phase is completed. ESG will be submitting that report and once NV5 signs off on it, it will be sent out to the Board. Mrs. Faulenbach asked if the credits go back to both the town and the district. Mr. Giovannone stated there are credits for class 3 recs and Z recs. Those do not go to the BOE at all. They go to the town. There are credits for energy conservation on demand response, during high demand times, where we ramp down certain equipment such as chillers and coolers.	DISCUSSION AND POSSIBLE ACTION A. Monthly Reports 1. Budget Position dated August 31, 2025 2. REVISED Purchase Resolution: D-798 3. Request for Budget Transfers
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		The district does receive credits for that. For the 24/25 year it was \$5,800. Mrs. Faulenbach noted that at one time the district had to catch up on payments. Mr. Giovannone stated that was correct due to the construction delay, but the payment was still due on the bond. The town made the complete payment in its first year. The Board paid its obligation for the second year and reimbursed the town for the first year's payment. Mrs. Faulenbach stated it's important the savings are identified and teasing out where any credits may be. Purchase Resolution: Mr. Giovannone stated this is a revised Purchase Resolution that includes \$50,000 for sidewalks and another \$37,080 for HVAC building automation. It is tied to the 5 Year Capital Plan. There is a need to move forward with the projects, with approval forthcoming, so nothing is held up. Request for Budget Transfers: No discussion. <i>Mrs. Faulenbach moved to approve the Budget Position dated August 31, 2025; Revised Purchase Resolution D-798; and Request for Budget Transfers. Seconded by Mr. Hansell. Motion passed unanimously.</i> B. Policy for Third Read and Approval: 1. 6200 Adult Education Mrs. McInerney stated we have a great adult education program in the district with an excellent director and teachers. <i>Mr. Barile moved to approve policy 6200 Adult Education. Seconded by Mrs. McInerney. Motion passed unanimously.</i>	Motion made to approve the Budget Position dated August 31, 2025; Revised Purchase Resolution D-798; and Request for Budget Transfers. Motion passed unanimously. B. Policy for Third Read and Approval: 1. 6200 Adult Education Motion made and passed to approve policy 6200 - Adult Education. Motion passed unanimously.
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	C. Policy for Third Read and Approval: 1. 6141 Policy Addressing Enrollment in Advanced Course or Program and Challenging Curriculum <i>Mr. O'Brien moved to approve policy 6141 - Policy Addressing Enrollment in Advanced Course or Program and Challenging Curriculum. Seconded by Mr. McCauley. Motion passed unanimously.</i> D. Policy for deletion upon approval of 6141: 1. 6141.7 Policy Addressing Enrollment in Advanced Course or Program and Challenging Curriculum <i>Mr. McCauley moved to delete policy 6141.7 Policy Addressing Enrollment in Advanced Course or Program and Challenging Curriculum. Seconded by Mr. Hansell. Motion passed unanimously.</i> E. Bylaws Recommended for Third Review and Approval: 1. 9020 Construction and Posting of Agenda 2. 9021 Time, Place and Notice of Meetings 3. 9022 Public Meetings and Executive Session 4. 9023 Meeting Conduct 5. 9024 Quorum and Voting Procedures 6. 9025 Minutes	C. Policy for Third Read and Approval: 1. 6141 Policy Addressing Enrollment in Advanced Course or Program and Challenging Curriculum Motion made and passed to approve policy 6141- Policy Addressing Enrollment in Advanced Course or Program and Challenging Curriculum. Motion passed unanimously. D. Policy for deletion upon approval of 6141: 1. 6141.7 Policy Addressing Enrollment in Advanced Course or Program and Challenging Curriculum Motion made and passed to delete policy 6141.7 Addressing Enrollment in Advanced Course or Program and Challenging Curriculum. Motion passed unanimously. E. Bylaws Recommended for Third Review and Approval: 1. 9020 Construction and Posting of Agenda 2. 9021 Time, Place and Notice of Meetings 3. 9022 Public Meetings and Executive Session 4. 9023 Meeting Conduct 5. 9024 Quorum and Voting Procedures
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		7. 9026 Transaction of Business 8. 9027 Conflict of Interest 9. 9028 Filling Vacancies on the Board Mrs. Faulenbach stated that the major change was re-numbering the bylaws. There were not a lot of substantive language changes. Dr. Parlato explained that these bylaws were in the third phase of review due to a gap in time. This gave the Board a chance to have a fresh look. Typically the bylaws are reviewed twice. The Board is almost finished with all the policy revisions. <i>Mr. McCauley moved to approve Bylaws 9020, 9021, 9022, 9023, 9024, 9025, 9026, 9027 and 9028. Seconded by Mrs. Herring. Motion passed unanimously.</i> F. Bylaws Recommended for Deletion Upon Approval of Bylaws in Item 10 E.: 1. 9320 Meetings of the Board 2. 9321 Time, Place and Notification of Meetings 3. 9322 Public and Executive Session 4. 9323 Construction of the Agenda 5. 9324 Advance Delivery of Meeting Materials 6. 9325 Meeting Conduct 7. 9325.1 Quorum 8. 9325.2 Order of Business 9. 9325.21 Order of Business Consent Agenda 10. 9325.4 Vote Recording 11. 9330 Board/School District Recordings 12. 9332 Electronic Communications 13. 9350 Hearings 14. 9360 Legislative Program 15. 9400 Monitoring Products and Processes 16. 9410 Public Announcement of Accomplishments	6. 9025 Minutes 7. 9026 Transaction of Business 8. 9027 Conflict of Interest 9. 9028 Filling Vacancies on the Board Motion made and passed to approve bylaws 9020, 9021, 9022, 9023, 9024, 9025, 9026, 9027 and 9028. Motion passed unanimously. F. Bylaws Recommended for Deletion Upon Approval of Bylaws in Item F: 1. 9320 Meetings of the Board 2. 9321 Time, Place and Notification of Meetings 3. 9322 Public and Executive Session 4. 9323 Construction of the Agenda 5. 9324 Advance Delivery of Meeting Materials 6. 9325 Meeting Conduct 7. 9325.1 Quorum 8. 9325.2 Order of Business 9. 9325.21 Order of Business Consent Agenda 10. 9325.4 Vote Recording 11. 9330 Board/School District Recordings
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	17. 9420 Recognition of Public Accomplishments by Citizens, Students, Staff Members, or Members of the Board <i>Mr. Hansell moved to delete Bylaws 9320, 9321, 9322, 9323, 9324, 9325, 9325.1, 9325.2, 9325.21, 9325.4, 9330, 9332, 9350, 9360, 9400, 9410 and 9420 upon the approval of Bylaws 9020, 9021, 9022, 9023, 9024, 9025, 9026, 9027 and 9028. Seconded by Mr. Barile. Motion passed unanimously.</i>	12. 9332 Electronic Communications 13. 9350 Hearings 14. 9360 Legislative Program 15. 9400 Monitoring Products and Processes 16. 9410 Public Announcement of Accomplishments 17. 9420 Recognition of Public Accomplishments by Citizens, Students, Staff Members, or Members of the Board Motion made and passed to approved to delete Bylaws 9320, 9321, 9322, 9323, 9324, 9325, 9325.1, 9325.2, 9325.21, 9325.4, 9330, 9332, 9350, 9360, 9400, 9410, 9420 upon the approval of Bylaws 9020, 9021, 9022, 9023, 9024, 9025, 9026, 9027 and 9028. Motion passed unanimously.
G.	Bid Award Schaghticoke Middle School Underground Storage Tank Replacement Mr. Barile asked Mr. Cunningham if this was the same company that did the last oil tank removal. Mr. Cunningham stated this was a different company since it involves removal as well as installation. <i>Mr. O'Brien moved to approve the Bid Award Schaghticoke Middle School Underground Storage Tank Replacement. Seconded by Mr. Barile. Motion passed unanimously.</i>	G. Bid Award Schaghticoke Middle School Underground Storage Tank Replacement Motion made to approve the Bid Award Schaghticoke Middle School Underground Storage Tank Replacement. Motion passed unanimously.

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	H. 2025-26 Board of Education Goals Dr. Parlato stated the workshop centered around resilience in students. The first goal was revised to reflect a more substantive student achievement goal and a strong work ethic for every learner. The other goals remained the same as last year. Mr. Barile thanked Dr. Parlato for the workshop. Dr. Parlato commented that she is now in her third year and that makes it easier to put stakes in the ground and show what we stand for. <i>Mrs. McInerney moved to approve 2025-26 Board of Education Goals. Seconded by Mrs. Sarich. Motion passed unanimously.</i>	H. 2025-26 Board of Education Goals Motion made to approve the 2025-26 Board of Education Goals. Motion passed unanimously.
	I. Tuition Rates for 25/26 Mrs. Faulenbach thanked Mr. Giovannone for providing the Sherman tuition numbers and asked if that revenue goes to the town. Mr. Giovannone confirmed the money from the Sherman tuition goes directly to the town and not the district. <i>Mr. Hansell moved to approve Tuition Rates for the 2025-26 school year. Seconded by Mrs. Herring. Motion passed unanimously.</i>	I. Tuition Rates for 25/26 Motion made to approve the tuition rates for the 2025-26 school year. Motion passed unanimously.
11.	A. ITEMS OF INFORMATION Update from John J. McCarthy Observatory Members and volunteers from the McCarthy Observatory presented updates to the Board. The 25th anniversary is coming up and they are very thankful for the support from their volunteers and donations from the community, including New Milford Public Schools.	ITEMS OF INFORMATION A. Update from John J. McCarthy Observatory

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	Their mission is to further science literacy. Last year, the observatory was able to replace the original telescope with a more modern one. There has been a huge demand to utilize the new telescope locally, as well as from people farther away. Given this demand, there is now a plan to install a second dome. This will allow the observatory to support more groups and organizations. The observatory recently received the NEO Grant. Out of the 10 recipients, only 2 are in the U.S. This grant will help pave the way for the second dome and the hope is to install it by December 2nd. The members of the McCarthy Observatory encouraged everyone to come and experience the observatory.	
B.	6141 R Administrative Regulations Regarding Enrollment in Advance Course or Program and Challenging Curriculum No discussion.	B. 6141 R Administrative Regulations Regarding Enrollment in Advance Course or Program and Challenging Curriculum
C.	ESG/Solar Update No discussion.	C. ESG/Solar Update
D.	CEN Connect Community Wi-Fi Grant No discussion.	D. CEN Connect Community Wi-Fi Grant
E.	Employment Report - September 2025 No discussion.	E. Employment Report - September 2025
F.	Enrollment Report - September 2025 No discussion.	F. Enrollment Report - September 2025

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	G. NMHS Graduation Date Dr. Parlato confirmed that the NMHS graduation will take place on June 13, 2026, at 10:00 a.m. at Joe Wiser Stadium on the NMHS campus. H. Artificial Intelligence (AI) District Guidelines No discussion. I. September Fundraising Report No discussion. J. Field trip Report No discussion.	G. NMHS Graduation Date H. Artificial Intelligence (AI) District Guidelines I. September Fundraising Report J. Field trip Report
12.	<u>DISCUSSION AND POSSIBLE ACTION</u> Discussion and possible action regarding a candidate for the position of Assistant Principal for Schaghticoke Middle School. <i>Mrs. Faulenbach moved that the Board enter into executive session for the purpose of discussion and possible action regarding a candidate for the position of Assistant Principal for Schaghticoke Middle School. Invited into executive session is the Board, Superintendent Dr. Janet Parlato, and the candidate. Seconded by Mr. Barile. Motion passed unanimously.</i> <i>The Board entered Executive Session at 7:28pm.</i> <i>Candidate entered Executive Session at 7:44pm</i> <i>Candidate returned from Executive Session at 7:53pm</i>	<u>DISCUSSION AND POSSIBLE ACTION</u> Discussion and possible action regarding a candidate for the position of Assistant Principal for Schaghticoke Middle School. Motion made and approved that the Board enter into executive session for the purpose of discussion and possible action regarding a candidate for the position of Assistant Principal for Schaghticoke Middle School. Invited into executive session is the Board, Superintendent Dr. Janet Parlato, and the candidate. Motion passed unanimously.

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	<i>The Board returned from Executive Session at 7:54pm.</i> <i>Mr. Hansell moved to appoint Alicia Hynes as Assistant Principal for Schaghticoke Middle School, with a start date of September 22, 2025. Seconded by Mr. Barile. Motion passed unanimously.</i>	Motion made to approve the appointment of Alicia Hynes as Assistant Principal for Schaghticoke Middle School, with a start date of September 22, 2025. Motion passed unanimously.
13.	<u>DISCUSSION AND POSSIBLE ACTION</u> Discussion and possible action concerning the memorandum of agreement between the New Milford Board of Education and the United Public Service Employees Union Local 424-Unit 107, New Milford Paraeducators regarding paycheck timing. <i>Mrs. Sarich moved that the Board enter into executive session for the purpose of discussion and possible action regarding the memorandum of agreement between the New Milford Board of Education and the United Public Service Employees Union Local 424-Unit 107, New Milford Paraeducators regarding paycheck timing. Invited into executive session is the Board, Superintendent Dr. Janet Parlato, and Director of Fiscal Services Anthony Giovannone. Seconded by Mrs. Faulenbach. Motion passed unanimously.</i> <i>The Board entered Executive Session at 7:55pm.</i> <i>The Board returned from Executive Session at 8:02pm.</i> <i>Mrs. Faulenbach moved that the Board adopt the memorandum of agreement between the New Milford Board of Education and the United Public Service Employees Union Local 424-Unit 107, New</i>	<u>DISCUSSION AND POSSIBLE ACTION</u> Discussion and possible action concerning the memorandum of agreement between the New Milford Board of Education and the United Public Service Employees Union Local 424-Unit 107, New Milford Paraeducators regarding paycheck timing. Motion made to approve that the Board enter into executive session for the purpose of discussion and possible action regarding the memorandum of agreement between the New Milford Board of Education and the United Public Service Employees Union Local 424-Unit 107, New Milford Paraeducators regarding paycheck timing. Invited into executive session the Board, Superintendent Dr. Janet Parlato, and Director of Fiscal Services Anthony Giovannone. Motion passed unanimously. Motion made to approve that the Board adopt the memorandum of agreement between the New Milford Board of Education and

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		<i>Milford Paraeducators regarding paycheck timing as discussed in Executive Session. Seconded by Mr. Hansell. Motion passed unanimously.</i>	the United Public Service Employees Union Local 424-Unit 107, New Milford Paraeducators regarding paycheck timing as discussed in Executive Session. Motion passed unanimously.
14.		ADJOURN <i>Mr. O'Brien moved to adjourn the meeting at 8:03 p.m. Seconded by Mr. McCauley. Vote passed unanimously.</i>	ADJOURN Motion made to adjourn the meeting at 8:03 p.m. Motion passed unanimously.

Respectfully Submitted,



Mrs. Tammy McInerney
Secretary
New Milford Board of Education



RANGE	MAJOR OBJECT CODE DESCRIPTION	ORIGINAL BUDGET	TRANSFERS	REVISED BUDGET	YTD ACTUAL	ENCUMBRANCES	BALANCE	% USED
100'S	SALARIES - CERTIFIED	33,811,945	0	33,811,945	4,684,096	28,522,845	605,004	98.21%
100'S	SALARIES - NON CERTIFIED	11,041,245	0	11,041,245	2,162,016	6,494,329	2,384,899	78.40%
200'S	BENEFITS	13,426,487	0	13,426,487	5,928,749	6,414,030	1,083,708	91.93%
300'S	PROFESSIONAL SERVICES	4,447,179	0	4,447,179	1,006,498	1,727,415	1,713,266	61.48%
400'S	PROPERTY SERVICES	1,003,348	0	1,003,348	298,730	277,177	427,440	57.40%
500'S	OTHER SERVICES	12,302,511	0	12,302,511	1,951,134	8,342,788	2,008,589	83.67%
600'S	SUPPLIES	2,956,759	0	2,956,759	697,431	1,494,735	764,593	74.14%
700'S	CAPITAL	97,216	0	97,216	43,440	7,128	46,649	52.02%
800'S	DUES AND FEES	98,510	0	98,510	49,552	6,056	42,902	56.45%
900'S	REVENUE	-2,852,613	0	-2,852,613	-21,838	0	-2,830,775	0.77%
GRAND TOTAL		76,332,587	0	76,332,587	16,799,809	53,286,503	6,246,276	91.82%

SALARIES - NON CERTIFIED BREAKOUT

OBJECT	ACCOUNT DESCRIPTION	ORIGINAL BUDGET	TRANSFERS	REVISED BUDGET	YTD ACTUAL	ENCUMBRANCES	BALANCE	% USED
51180	SALARIES - NON CERT - STIPENDS	577,620	0	577,620	2,500	0	575,120	0.43%
51201	SALARIES - NON CERT - PARA EDUCATORS	2,325,860	0	2,325,860	355,318	1,840,242	130,300	94.40%
51202	SALARIES - NON CERT - SUBSTITUTES	1,056,108	0	1,056,108	215,047	0	841,061	20.36%
51210	SALARIES - NON CERT - SECRETARY	2,557,666	0	2,557,666	565,967	1,683,652	308,047	87.96%
51225	SALARIES - NON CERT - TUTORS	154,755	0	154,755	14,201	0	140,554	9.18%
51240	SALARIES - NON CERT - CUSTODIAL	2,130,677	0	2,130,677	561,500	1,532,592	36,585	98.28%
51250	SALARIES - NON CERT - MAINTENANCE	1,063,194	0	1,063,194	264,578	731,964	66,651	93.73%
51285	SALARIES - NON CERT - TECHNOLOGY	566,189	0	566,189	115,180	400,069	50,941	91.00%
51336	SALARIES - NON CERT - NURSES	609,176	0	609,176	67,725	305,810	235,640	61.32%
TOTAL		11,041,245	0	11,041,245	2,162,016	6,494,329	2,384,899	78.40%

BENEFIT BREAKOUT

OBJECT	ACCOUNT DESCRIPTION	ORIGINAL BUDGET	TRANSFERS	REVISED BUDGET	YTD ACTUAL	ENCUMBRANCES	BALANCE	% USED
52200	BENEFITS - FICA	641,382	0	641,382	130,789	0	510,593	20.39%
52201	BENEFITS - MEDICARE	608,966	0	608,966	93,688	0	515,278	15.38%
52300	BENEFITS - PENSION	1,320,333	0	1,320,333	1,320,333	0	0	100.00%
52600	BENEFITS - UNEMPLOYMENT COMP	35,000	0	35,000	0	0	35,000	0.00%
52810	BENEFITS - HEALTH INSURANCE	10,147,190	0	10,147,190	4,116,998	6,030,192	0	100.00%
52820	BENEFITS - DISABILITY INSURANCE	105,000	0	105,000	28,182	71,831	4,987	95.25%
52830	BENEFITS - LIFE INSURANCE	144,000	0	144,000	34,335	107,989	1,676	98.84%
52900	BENEFITS - OTHER EMPLOYEE BENEFITS	424,616	0	424,616	204,424	204,017	16,174	96.19%
TOTAL		13,426,487	0	13,426,487	5,928,749	6,414,030	1,083,708	91.93%

*EXPENDITURES*

OBJECT	ACCOUNT DESCRIPTION	ORIGINAL BUDGET	TRANSFERS	REVISED BUDGET	YTD ACTUAL	ENCUMBRANCES	BALANCE	% USED
51110	CERTIFIED SALARIES	33,811,945	0	33,811,945	4,684,096	28,522,845	605,004	98.21%
51200	NON-CERTIFIED SALARIES	11,041,245	0	11,041,245	2,162,016	6,494,329	2,384,899	78.40%
52000	BENEFITS	13,426,487	0	13,426,487	5,928,749	6,414,030	1,083,708	91.93%
53010	LEGAL SERVICES	285,478	0	285,478	2,763	0	282,715	0.97%
53050	CURRICULUM DEVELOPMENT	80,000	0	80,000	24,579	0	55,421	30.72%
53200	PROFESSIONAL SERVICES	2,291,248	0	2,291,248	627,369	846,704	817,176	64.33%
53201	MEDICAL SERVICES - SPORTS	2,700	0	2,700	390	0	2,310	14.44%
53210	TIME & ATTENDANCE SOFTWARE	7,500	0	7,500	145	4,855	2,500	66.67%
53220	IN SERVICE	149,150	0	149,150	2,289	780	146,081	2.06%
53230	PUPIL SERVICES	801,857	0	801,857	107,355	497,583	196,919	75.44%
53300	OTHER PROF/ TECH SERVICES	73,792	0	73,792	21,293	13,833	38,666	47.60%
53310	AUDIT/ACCOUNTING	48,000	0	48,000	48,000	0	0	100.00%
53500	TECHNICAL SERVICES	264,475	0	264,475	109,056	36,674	118,746	55.10%
53530	SECURITY SERVICES	321,993	0	321,993	9,114	312,879	0	100.00%
53540	SPORTS OFFICIALS SERVICES	120,986	0	120,986	54,145	14,108	52,733	56.41%
54101	CONTRACTUAL TRASH PICK UP	87,288	0	87,288	15,804	56,936	14,548	83.33%
54301	REPAIRS & MAINTENANCE	505,667	0	505,667	181,016	71,986	252,665	50.03%
54303	GROUNDS MAINTENANCE	12,200	0	12,200	3,349	1,856	6,994	42.67%
54310	GENERAL REPAIRS	44,970	0	44,970	24,070	1,247	19,653	56.30%
54320	TECHNOLOGY RELATED REPAIRS	66,021	0	66,021	9,744	898	55,380	16.12%
54411	WATER	66,830	0	66,830	11,393	52,604	2,833	95.76%
54412	SEWER	19,949	0	19,949	12,723	7,226	0	100.00%
54420	LEASE/RENTAL EQUIP/VEH	200,423	0	200,423	40,632	84,424	75,367	62.40%
55100	PUPIL TRANSPORTATION - OTHER	198,700	0	198,700	43,670	61,790	93,240	53.07%
55101	PUPIL TRANS - FIELD TRIP	53,500	0	53,500	1,860	1,800	49,840	6.84%
55110	STUDENT TRANSPORTATION	6,670,572	0	6,670,572	623,930	5,651,474	395,168	94.08%
55200	GENERAL INSURANCE	359,946	0	359,946	359,935	0	11	100.00%
55300	COMMUNICATIONS	41,396	0	41,396	9,483	14,656	17,257	58.31%
55301	POSTAGE	27,200	0	27,200	1,947	24,741	512	98.12%
55302	TELEPHONE	48,192	0	48,192	12,632	35,560	0	100.00%



EXPENDITURES

OBJECT	ACCOUNT DESCRIPTION	ORIGINAL BUDGET	TRANSFERS	REVISED BUDGET	YTD ACTUAL	ENCUMBRANCES	BALANCE	% USED
55400	ADVERTISING	11,450	0	11,450	2,771	0	8,680	24.20%
55505	PRINTING	24,785	0	24,785	1,018	5,532	18,235	26.43%
55600	TUITION - TRAINING	30,000	0	30,000	4,240	0	25,760	14.13%
55610	TUITION - PUBLIC PLACEMENTS	1,655,537	0	1,655,537	261,319	431,798	962,421	41.87%
55630	TUITION - PRIVATE PLACEMENTS	3,141,768	0	3,141,768	623,409	2,115,413	402,947	87.17%
55800	TRAVEL	39,465	0	39,465	4,921	25	34,519	12.53%
56100	GENERAL INSTRUCTIONAL SUPPLIES	197,263	0	197,263	43,150	27,021	127,092	35.57%
56110	INSTRUCTIONAL SUPPLIES	489,145	0	489,145	154,055	20,606	314,484	35.71%
56120	ADMIN SUPPLIES	34,563	0	34,563	7,167	1,746	25,650	25.79%
56210	NATURAL GAS	221,263	0	221,263	17,425	203,838	0	100.00%
56220	ELECTRICITY	1,096,947	0	1,096,947	207,105	889,842	0	100.00%
56230	PROPANE	4,251	0	4,251	310	0	3,941	7.30%
56240	OIL	241,840	0	241,840	10,354	231,486	0	100.00%
56260	GASOLINE	38,405	0	38,405	3,707	25,535	9,163	76.14%
56290	FACILITIES SUPPLIES	328,874	0	328,874	134,329	69,480	125,065	61.97%
56291	MAINTENANCE COMPONENTS	16,475	0	16,475	2,797	285	13,392	18.71%
56292	UNIFORMS/ CONTRACTUAL	13,622	0	13,622	0	1,716	11,906	12.60%
56293	GROUNDKEEPING SUPPLIES	25,445	0	25,445	9,467	0	15,978	37.20%
56410	TEXTBOOKS	40,020	0	40,020	9,446	545	30,029	24.96%
56411	CONSUMABLE TEXTS	77,823	0	77,823	62,156	1,566	14,101	81.88%
56420	LIBRARY BOOKS	60,426	0	60,426	9,818	16,864	33,744	44.16%
56430	PERIODICALS	18,923	0	18,923	10,386	2,622	5,915	68.74%
56460	WORKBOOKS	1,000	0	1,000	0	0	1,000	0.00%
56500	SUPPLIES - TECH RELATED	50,474	0	50,474	15,757	1,583	33,134	34.35%
57340	COMPUTERS	50,000	0	50,000	22,364	3,784	23,852	52.30%
57345	INSTRUCTIONAL EQUIPMENT	32,200	0	32,200	16,321	973	14,905	53.71%
57400	GENERAL EQUIPMENT	10,516	0	10,516	255	2,370	7,891	24.96%
57500	FURNITURE & FIXTURES	4,500	0	4,500	4,500	0	0	100.00%
58100	DUES & FEES	98,510	0	98,510	49,552	6,056	42,902	56.45%
EXPENDITURE TOTAL		79,185,200	0	79,185,200	16,821,647	53,286,503	9,077,051	88.54%



REVENUES

OBJECT	ACCOUNT DESCRIPTION	ORIGINAL BUDGET	TRANSFERS	REVISED BUDGET	YTD ACTUAL	ENCUMBRANCES	BALANCE	% USED
43103	EXCESS COSTS	-2,473,363	0	-2,473,363	0	0	-2,473,363	0.00%
43105	MEDICAID REIMBURSEMENT	-88,017	0	-88,017	-21,838	0	-66,179	24.81%
44705	BUILDING USE FEES (BASE RENTAL)	-43,765	0	-43,765	0	0	-43,765	0.00%
49102	BUILDING USE FEES (CUSTODIAL)	-36,758	0	-36,758	0	0	-36,758	0.00%
44800	REGULAR ED TUITION	-136,800	0	-136,800	0	0	-136,800	0.00%
44822	SPECIAL ED TUITION	-34,660	0	-34,660	0	0	-34,660	0.00%
44860	ADMISSIONS/ATHLETIC GATE RECEIPTS	-18,400	0	-18,400	0	0	-18,400	0.00%
44861	PARKING PERMIT FEES	-20,850	0	-20,850	0	0	-20,850	0.00%
REVENUE TOTAL		-2,852,613	0	-2,852,613	-21,838	0	-2,830,775	0.77%

GRAND TOTAL	76,332,587	0	76,332,587	16,799,809	53,286,503	6,246,276	91.82%
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BOE Capital Reserve Acct #43020000-10101	
MUNIS Balance as of 7/1/22	3,039,825
Contribution Towards NMHS Roof Replacement	-450,000
Approved by BoF - 5 year Capital Withdraw 22/23	-980,030
Close and return of Security Grant Set-Asside	201,875
Wastewater Management Plan - SMS	-17,562
NMHS Woodshop	-233,980
Central Office to SNIS Move	-150,000
Fiscal Year End 21/22 Deposit	2,816,025
New Security Grant Set-Asside	-139,800
1/2 of NMHS Fire Insurance Claim Shortfall	-28,538
Approved by BoF - 5 year Capital Withdraw 23/24	-984,078
Observatory Contribution	-12,500
Additional HVAC FUNDS	-150,000
Fiscal Year End 22/23 Deposit	1,568,696
Energy Systems Group 2023 & 2024 Payments	-895,443
Approved by BoF - 5 year Capital Withdraw 24/25	-1,424,000
Fiscal Year End 23/24 Deposit	1,420,700
TOTAL AS OF 9/30/25	3,581,189

Turf Field Replacement Acct Contributions #43020000-10130	
FROM BOE 17/18 FYE BALANCE	50,000
FROM BOE 18/19 FYE BALANCE	50,000
FROM BOE TEAM FEE'S & BANNER SALES - 16/17, 17/18, 18/19	10,225
FROM TOWN DATED 6/4/20	50,000
FROM TOWN DATED 6/16/21	50,000
FROM BOE TEAM FEE'S & BANNER SALES - 19/20	3,765
FROM BOE TEAM FEE'S & BANNER SALES - 20/21	1,890
FROM BOE 20/21 FYE BALANCE	100,000
FROM TOWN DATED 6/9/22	50,000
CONTRIBUTION - FROM BOE 21/22 FYE BALANCE	50,000
FROM BOE TEAM FEE'S & BANNER SALES - 21/22 & 22/23	12,960
CONTRIBUTION - FROM BOE 22/23 FYE BALANCE	100,000
CONTRIBUTION - FROM TOWN 22/23 FYE BALANCE	100,000
FROM TOWN DATED 4/18/24	50,000
CONTRIBUTION - FROM BOE 23/24 FYE BALANCE	100,000
CONTRIBUTION - FROM TOWN 23/24 FYE BALANCE	100,000
FROM TOWN DATED 6/9/25	50,000
TOTAL AS OF 9/30/25	928,840



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

Funding	Location	Vendor Name	Description	Amount	Object
GENERAL	SPED	KATE PEARCE EDUCATIONAL SERVICES	25/26 YEARLY - TUTORING SERVICES	\$ 44,400.00	53200
GENERAL	SPED	SUNBELT STAFFING	25/26 YEARLY - NURSE CONTRACTED FOR FAITH ACADEMY	\$ 37,240.00	53230
GENERAL	NMHS	GUITAR CENTER STORES	BAND EQUIPMENT PURCHASES	\$ 23,874.63	54420
GENERAL	DISTRICT	NEW ERA TECHNOLOGY	25/26 YEARLY - DISTRICT TELECOM ACCESS & SUPPORT	\$ 22,133.40	55302
GENERAL	FACILITIES	FW WEBB	SMS OIL FIRED WATER HEATER	\$ 19,345.83	54301
GRANT	DOI	VISTA HIGHER LEARNING	PROFESSIONAL LEARNING FOR ML TEACHERS	\$ 12,000.00	53300
GENERAL	NMHS	LIBERTY, LLC	ATHLETIC TRANSPORTATION INVOICES	\$ 11,959.77	55100
GENERAL	IT	LEVEL DATA LLC	25/26 YEARLY - MAINTENANCE/CONNECTIVITY FEE	\$ 11,540.95	53500
GENERAL	SPED	THE KILDONAN SCHOOL	25/26 YEARLY - TUTORING SERVICES	\$ 10,000.00	53230
GENERAL	NMHS	AGILE SPORTS TECHNOLOGIES	25/26 YEARLY - HUDL STREAMMING SUBSCRIPTION	\$ 9,900.00	53540
GENERAL	DOI	LINDSEY SULLIVAN	SMS STEM CURRICULUM CONSULTANT	\$ 9,000.00	53050
GENERAL	FACILITIES	CIRCLE ASPHALT	PAVING OF NES PARKING AREA	\$ 8,900.00	54301
GENERAL	NMHS	COACH TOURS	25/26 YEARLY - ANTICIPATED ATHLETIC TRANSPORTATION	\$ 7,000.00	55100
GENERAL	DOI	KEY LIMOUSINE	25/26 YEARLY - ANTICIPATED HOMELESS TRANSPORTATION	\$ 7,000.00	55110
GENERAL	IT	POWERSCHOOL GROUP LLC	25/26 YEARLY - SUBSCRIPTION TO POWERSCHOOL	\$ 6,595.90	53200
GRANT	SPED	NEW MILFORD FITNESS & AQUATICS	25/26 YEARLY - LHTC STUDENT MEMBERSHIPS	\$ 6,290.00	53240
GENERAL	NMHS	CONTAINER ALLIANCE COMPANY	40FT DOUBLE DOOR HIGH CUBE CONTAINER @ NMHS	\$ 6,120.00	57500
GENERAL	SPED	KIDSENSE THERAPY GROUP	25/26 YEARLY - PORTUGUESE SPEECH EVALUATIONS	\$ 6,000.00	53230
GENERAL	FACILITIES	GRAINGER	25/26 YEARLY - MAINTENANCE SUPPLIES	\$ 5,000.00	56290

ITEMS LISTED IN BOLD AND ITALIC FONT ABOVE WERE FUNDED VIA GRANT(S)



BUDGET TRANSFER REQUESTS

Requesting Approval Across MOC	DETAIL			FROM (-)		TO (+)			
	#	REASON	AMOUNT	LOCATION	ORG	OBJECT	LOCATION	ORG	OBJECT
	DISTRICT-1	AGRISCIENCE TUITION BUDGET SAVINGS DUE TO LEGISLATIVE CHANGES TO BE USED TO FUND ARCHITECTURAL AND ENGINEERING SERVICES (RFP REQUIRED) FOR A CULINARY CENTER/PROGRAM.	\$30,000.00	DOI	BDZ10023 TECH ED	55610 TUITION	NMHS	BFE26243 MAINTENANCE	53300 PROF/TECH SERVICES

Informational Within Major Object Code	DETAIL			FROM (-)		TO (+)			
	#	REASON	AMOUNT	LOCATION	ORG	OBJECT	LOCATION	ORG	OBJECT
		NONE AT THIS TIME		NONE AT THIS TIME			NONE AT THIS TIME		

Request for a New Program or Course

Refer to the Curriculum Proposal Process Document for All Deadlines

Signature of Principal: _____

Date: _____

9/30/25

Signature of Dept. Chair (if applicable): _____

Date: _____

Title of Proposal: Intro to Career Readiness

Person Submitting Proposal: Linda Scoralick

Curriculum Area: Unified Arts

Number of Credits/Level (if applicable): N/A

Prerequisite Courses (if applicable): N/A

Grade(s): 8

1. Description of Program/Course (what does this course/program address? How does it relate to the Common Core? What other pertinent information about the proposal do you wish to share?)

The Intro to Career Readiness course addresses important skills and concepts that are necessary for students to be prepared for the next phase of their education and, further down the line, for college or career. This course would address the areas of executive functioning and study skills, digital citizenship, and self-discovery and career exploration.

This course relates directly to the Portrait of a Learner as it is designed to help students develop the skills necessary to be successful students, to build upon the skills necessary to prepared to make meaningful contributions to society throughout their schooling and upon graduation, and to begin determining what they like and do not like in the hopes that when they graduate from high school they do so with a direction in mind.

Ultimately, the curriculum to this course will be designed to be the precursor to the Freshman Academy course currently running at NMHS. This means that this course will help build students into the career pathways available at NMHS.

2. Describe the Current Situation and why the new proposal seems needed. Please also describe what alternatives were considered and what you believe are the advantages and disadvantages of the proposal. This course is needed so that we can begin to extend the pathways work that is underway at NMHS down to grades 6-8.

3. Forecasted impact of change (use attachment if more space is needed):

A. Please describe the likely impact of change on the students intended to be directly served by the program/course.

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

The forecasted impact to students in grade 8 is that they will leave middle school with a more solid idea of their interests with respect to future career aspirations. This means that they will be better equipped to understand the relevance of their academics, make more purposeful choices with respect to their course selection at NMHS, and hopefully - when combined with their experiences in high school - make more lasting decisions with respect to college and career choices upon graduation from high school.

B. Will it have an impact on other students, if so how?

The only potential impact of this course on other students is if a current FTE is repurposed so that this course can run. If staffing for this course does repurpose an existing FTE then other students will be impacted because they will be unable to take that course.

C. How will it affect students currently being served or who may be caught in a transition process (if applicable)?

This course is currently being piloted because we were unable to find a teacher for STEM classes. Since classes were already scheduled, there are students in grades 6, 7, and 8 participating.

D. What is the impact of this proposal on staffing?

In an ideal situation, this course at the associated FTE is added to the teaching staff at SMS. If this is not possible due to budgetary constraints, I propose that we repurpose the FTE devoted to STEM as we have had difficulty keeping someone in this position and it is also a challenge to find candidates for this role.

E. Are there scheduling implications associated with this proposal? If yes, detail those implications.

This course will help fill a void for 8th grade Unified Arts. It will potentially create a gap for the 7th grade, but there are more offerings for 7th grade students already.

F. Are there space implications associated with the program/course?

No. There is a classroom at SMS available.

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G. How might this impact other programs? (For example: Is a new elective likely to affect enrollment in other departments?)

The answer to this question depends on whether or not this becomes a required class. If it is required, then some students may have to make choices when it comes to other electives they want to take.

4. What resources are required for the program?

A. Is there a need for new technology? If so, please explain.

Student Chromebook are sufficient.

B. What current materials will need replacement?

We will need to continue access to the Naviance for Middle School curriculum.

C. Are there staffing needs required because of the resources?

In an ideal situation, this course at the associated FTE is added to the teaching staff at SMS. If this is not possible due to budgetary constraints, I propose that we repurpose the FTE devoted to STEM as we have had difficulty keeping someone in this position and it is also a challenge to find candidates for this role.

D. Would there be specific needs for materials for SPED or ELL?

E. Is specialized training required for staff?

5. Who will be involved in curriculum writing and when does one envision it will occur?

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TBD

6. Develop a projected budget of impact costs for three years and show below.

Description	Year 1	Year 2	Year 3	Total
Cost of Texts				
Supplies				
Professional Development				
Curriculum Writing				
Staffing				
Other (identify)				
Total				

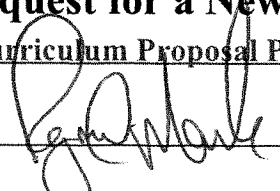
Additional explanation of budget impact (if budgeted funds are being requested):

There will be costs associated with either the development of resources associated with the executive functioning/study skills portion of the course or the purchase of these resources. These costs are TBD.

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Request for a New Program or Course

Refer to Curriculum Proposal Process Document for All Deadlines

Signature of Principal:  Date: 9/22/25

Signature of Dept. Chair (if applicable): Mea L. Dwyer Date: 9/22/25

Title of Proposal: Drafting and Design 2

Person Submitting Proposal: Lori Cerra

Curriculum Area: Technology Education/CTE

Number of Credits/Level: .5 Prerequisite Courses: Intro to Drafting and Design 1 or Basic AutoCAD
(With the approval of Drafting and Design 1, Basic AutoCAD will not be taught after the 2025-2026 school year.)

Grades: 9-12

1. Description of Program/Course (what is it this course/program addresses? How does it relate to the Common Core? What other pertinent information about the proposal do you wish to share?)

This class is designed to build upon the concepts of 2D CAD. Autodesk Inventor will be used for the 3D Solid modeling portion of this course. Students will learn to model parts, create assemblies, animate assemblies and create drawing views of their models. Students will use AutoCAD and Inventor to complete required projects and individual products of the student's choice using a computer controlled manufacturing device. A variety of materials will be provided for students to complete both required and student choice projects. Evaluation will be based on completion of projects and assignments.

2. Describe the Current Situation and why the new proposal seems needed. Please also describe what alternatives were considered and what you believe are the advantages and disadvantages of the proposal.

This new class will replace the existing mechanical drafting class, last updated in March 2004. In the field of Technology Education, classes need to be updated to reflect the ever-changing state of technology and the careers associated with it.

3. Forecasted impact of change (use attachment if more space is needed):

A. Please describe the likely impact of change on the students intended to be directly served by the program/course.

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Taking the drafting and design 2 course will give students valuable hands-on experience with industry-standard tools like AutoCAD inventor, helping them develop essential technical skills in engineering and design. The course fosters creativity and problem-solving through project-based learning, improves technological literacy, and can spark interest in various careers. By building skills that are highly valued in both college programs and the workforce, students gain a strong foundation for future educational and professional opportunities.

B. Will it have an impact on other students, if so how?

Students will work collaboratively, problem solve, and create projects, which in turn will build self-confidence that will potentially affect relationships with other peers.

C. How will it affect students currently being served or who may be caught in a transition process (if applicable)?

n/a

D. What is the impact of this proposal on staffing?

The current teacher of Mechanical Drafting will teach this course.

E. Are there scheduling implications associated with this proposal? If yes, detail those implications.

No

F. Are there space implications associated with the program/course?

No

G. How might this impact other programs? (For example: Is a new elective likely to affect enrollment in other departments?)

This class will be an elective that replaces existing, outdated classes.

4. What resources are required for the program?

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A. Is there a need for new technology? If so, please explain.

The Autodesk Inventor software is available at no cost for educators and students.

B. What current materials will need replacement?

n/a

C. Are there staffing needs required because of the resources?

n/a

D. Would there be specific needs for materials for SPED or ELL?

n/a

E. Is specialized training required for staff?

All training is available at no cost online.

5. Who will be involved in curriculum writing and when does one envision it will occur?

Lori Cerra will write the new curriculum in the 2025-2026 school year, anticipating the new class will be offered in the fall of 2026.

6. Develop a projected budget of impact costs for three years and show below.

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Description	Year 1	Year 2	Year 3	Total
Cost of Texts	n/a			
Supplies				
Professional Development				
Curriculum Writing	\$745	NA	NA	NA
Staffing				
Other (identify)				
Total	\$ 745			

Additional explanation of budget impact (if budgeted funds are being requested):

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Request for a New Program or Course

Refer to Curriculum Proposal Process Document for All Deadlines

Signature of Principal: [Signature] Date: 9/22/25

Signature of Dept. Chair (if applicable): Megan L. Dunn Date: 9/22/25

Title of Proposal: Intro to Drafting and Design 1

Person Submitting Proposal: Lori Cerra

Curriculum Area: Technology Education/CTE

Number of Credits/Level: .5 Prerequisite Courses: n/a

Grades: 9-12

1. Description of Program/Course (what is it this course/program addresses? How does it relate to the Common Core? What other pertinent information about the proposal do you wish to share?)

This class is designed as an introduction to drafting and design techniques and software. It will stress the importance of drafting to industry, engineering, design and fabrication. Computer-Aided-Drafting (CAD) will be introduced and used in this class. AutoCAD will be used for 2D CAD work including the study of orthographic projection, dimensioning, section views, isometric projection, and pattern development. A variety of materials will be provided for students to complete both required and student-choice projects. Evaluation will be based on completion of projects and assignments.

2. Describe the Current Situation and why the new proposal seems needed. Please also describe what alternatives were considered and what you believe are the advantages and disadvantages of the proposal.

This new class will replace the existing Basic AutoCAD class, last updated in March 2012, and the technical drafting class, last updated in March 2004. In the field of Technology Education, classes need to be updated to reflect the ever-changing state of technology and the careers associated with it.

3. Forecasted impact of change (use attachment if more space is needed):

A. Please describe the likely impact of change on the students intended to be directly served by the program/course.

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Taking an introductory drafting and design course will give students valuable hands-on experience with industry-standard tools like AutoCAD, helping them develop essential technical skills in engineering and design. The course fosters creativity and problem-solving through project-based learning, improves technological literacy, and can spark interest in various careers. By building skills that are highly valued in both college programs and the workforce, students gain a strong foundation for future educational and professional opportunities.

B. Will it have an impact on other students, if so how?

Students will work collaboratively, problem solve, and create projects, which in turn will build self-confidence that will potentially affect relationships with other peers.

C. How will it affect students currently being served or who may be caught in a transition process (if applicable)?

n/a

D. What is the impact of this proposal on staffing?

The current teacher of Basic AutoCAD and Technical Drafting will teach this course in lieu of the outdated classes.

E. Are there scheduling implications associated with this proposal? If yes, detail those implications.

No

F. Are there space implications associated with the program/course?

No

G. How might this impact other programs? (For example: Is a new elective likely to affect enrollment in other departments?)

This class will be an elective that replaces existing, outdated classes.

4. What resources are required for the program?

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A. Is there a need for new technology? If so, please explain.

The AutoCAD software is available at no cost for educators and students.

B. What current materials will need replacement?

n/a

C. Are there staffing needs required because of the resources?

n/a

D. Would there be specific needs for materials for SPED or ELL?

n/a

E. Is specialized training required for staff?

All training is available at no cost online.

5. Who will be involved in curriculum writing and when does one envision it will occur?

Lori Cerra will write the new curriculum in the 2025-2026 school year, anticipating the new class will be offered in the fall of 2026.

6. Develop a projected budget of impact costs for three years and show below.

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Description	Year 1	Year 2	Year 3	Total
Cost of Texts	n/a			
Supplies				
Professional Development				
Curriculum Writing	\$745	NA	NA	NA
Staffing				
Other (identify)				
Total	\$745			

Additional explanation of budget impact (if budgeted funds are being requested):

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Request for a New Program or Course
Refer to the Curriculum Proposal Process Document for All Deadlines

Signature of Principal: [Signature] Date: 9/22/25

Signature of Dept. Chair (if applicable): Megan L. Dunn Date: 9/22/25

Title of Proposal: AP Business with Personal Finance

Person Submitting Proposal: Eileen Wargo

Curriculum Area: Business

Number of Credits/Level (if applicable): 1.0 credits Advanced Placement (AP) Course with ECE option

Prerequisite Courses (if applicable): N/A

Grade(s): 9-12

1. **Description of Program/Course** (what does this course/program address? How does it relate to the Common Core? What other pertinent information about the proposal do you wish to share?)

Link to course framework: AP Business with Personal Finance Course Framework

This course addresses the core components of the Intro. To Business course with a project-based learning component. This course also addresses the district's goal of 'Belonging' by fostering group work and constructive feedback. However, it also allows the student to have their own voice and choice. Independently or as a group, the students' deliverable for the course will be a business canvas on a product or service in which they are interested, has value to other customers and can be improved from the competition. The topics covered will be: Entrepreneurship, Forms of Business Ownership, Business Ethics and creating a value proposition in a product or service, Marketing, Finance and Accounting Statements (Financing your business), Managing your Business and Personally Financing your Business. Throughout the course, the students will read case studies and perform mini-projects either independently or as a group to showcase their skills and comprehension of the material and as a scaffold to their Business Canvas. It relates to the Common Core because the students will be demonstrating empathy working in a group, reading comprehension with case studies, math skills with Business and Personal Finance and speaking skills presenting in groups and to the class.

With our growing partnership with our IHE WestConn, this course could be approved as an ECE or CEC (Concurrent Enrollment Course) with proper approval from the Business Department at Western Connecticut State University.

2. **Describe the Current Situation and why the new proposal seems needed.** Please also describe what alternatives were considered and what you believe are the advantages and disadvantages of the proposal.

Currently, there is not an AP Business course. Due to the expanded enrollment in Business courses, this AP course would be suitable for students who would like to challenge themselves and who are also interested in Business. I have spoken to several Business students and they are very interested in taking an AP Business course. It is unlike any other AP course in that it would appeal to more students because of its project-based approach. This course could be taken as an alternative to Intro. To Business as it covers the same topics. A disadvantage of this proposal might be that some students may not have a business foundation, but since this is more of a project-based course, the students could easily catch up.

3. **Forecasted impact of change** (use attachment if more space is needed):

A. Please describe the likely impact of change on the students intended to be directly served by the program/course.

The students would be able to get college credit for this course if they took the AP test and passed with an acceptable score. The students would also be more versed in working in groups and for giving and receiving constructive feedback, like in the real business world. They would have first hand experience with starting and pitching a new business to small business owners.

B. Will it have an impact on other students, if so how?

Other students may want to take the course if they hear of the direct impact on them and possible AP credit if passed the test.

C. How will it affect students currently being served or who may be caught in a transition process (if applicable)?

N/A

D. What is the impact of this proposal on staffing?

Depending on enrollment, we may need to have more than one section of AP Business.

E. Are there scheduling implications associated with this proposal? If yes, detail those implications.

No

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5. Who will be involved in curriculum writing and when does one envision it will occur?

The curriculum has already been written and will be available to the teacher. However, some tailoring for ELL and SPED learners should be developed so they will more easily be able to comprehend the material.

6. Develop a projected budget of impact costs for three years and show below.

Description	Year 1	Year 2	Year 3	Total
Cost of Texts	N/A	N/A	N/A	N/A
Supplies	\$900	N/A	N/A	\$900
Professional Development	\$2,000 (for training)	N/A	N/A	\$2,000
Curriculum Writing	\$1240	N/A	N/A	\$1240
Staffing	1 staff member	N/A- would depend on enrollment	N/A- would depend on enrollment	N/A- would depend on enrollment
Other (identify)	N/A	N/A	N/A	N/A
Total	\$4,140	N/A- would depend on enrollment	N/A- would depend on enrollment	\$4,140

Additional explanation of budget impact (if budgeted funds are being requested):

Supplies for this newly developed course may require instructional simulations and lessons.

Professional Development would be required through the College Board for proper training for an AP teacher. This is a newly designed course and there is limited information on where this training would take place for the College Board Summer Institute in the summer of 2026.

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F. Are there space implications associated with the program/course?

No

G. How might this impact other programs? (For example: Is a new elective likely to affect enrollment in other departments?)

.Since this course is similar to Intro. To Business and there aren't any pre-requisites for AP Business, the enrollment in the regular Intro. To Business course may be affected.

4. What resources are required for the program?

A. Is there a need for new technology? If so, please explain.

No

B. What current materials will need replacement?

None

C. Are there staffing needs required because of the resources?

No

D. Would there be specific needs for materials for SPED or ELL?

Vocabulary sheets could be developed to give these learners the foundational skills and knowledge needed to be successful.

E. Is specialized training required for staff?

Whoever teaches it will need to attend an APSI training to be trained in teaching this course. This training is held over the summer through the College Board.

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Request for a New Program or Course

Refer to Curriculum Proposal Process Document for All Deadlines

Signature of Principal: [Signature] Date: 9/19

Signature of Dept. Chair (if applicable): [Signature] Date: 9/18/25

Title of Proposal: ECE Human Geography-SCSU

Person Submitting Proposal: Stearns

Curriculum Area: Social Studies

Number of Credits/Level (if applicable): 3

Prerequisite Courses (if applicable): N/A

Grade(s): 10-12

1. Description of Program/Course (what is it this course/program addresses? How does it relate to the Common Core? What other pertinent information about the proposal do you wish to share?)

The aim of this class is to give students the opportunity to participate in a college-level class, outside of the AP umbrella. The goal is to have students actively engaged in exploring the theories and concepts of Human Geography, while at the same time allowing them to be dually enrolled at the collegiate level (SCSU).

Course Description:

ECE Human Geography is a college-level high school course that introduces students to population, economic, cultural, political, urban, and marine geography and to ecology. The course employs spatial concepts and landscape analysis to explore human-environment interactions, population, culture, economic development, and urbanization. Students learn to analyze data, maps, and other visual sources to identify patterns and processes related to human activities and their environmental consequences. Students will investigate population trends, exploring diverse cultural landscapes, and identifying spatial patterns across various scales.

Common Core Connections:

US.Geo.3.a. Analyze changing spatial patterns of cultural enclaves within and among United States regions using paper-based and electronic graphic techniques (e.g., Jamaican, Puerto Rican, Bosnian, Vietnamese, Sikh, Mexican, Cuban, Muslim).

US.Geo.12.a. Evaluate the effects of human-made and natural catastrophes on global trade, politics, and human migration in the United States (e.g., Hurricane Katrina, Flint water crisis, Deepwater Horizon oil spill, climate change, investments in green technology).

CG.Inq.1.b. Explain how supporting questions contribute to an inquiry and how new compelling and supporting questions emerge when engaging sources that represent varied perspectives.

CG.Inq.4.b. Construct explanations using sound reasoning, correct sequence, relevant examples, and pertinent details to contextualize evidence and arguments (e.g., chronology, causation, procedure).

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CG.Inq.4.e. Analyze the characteristics and causation of local, regional, and global problems issues using a multidisciplinary lens.

2. Describe the Current Situation and why the new proposal seems needed. Please also describe what alternatives were considered and what you believe are the advantages and disadvantages of the proposal.

In addition to offering AP HUG, the proposal is for Human Geography at the ECE level, through SCSU. The advantages include: three (3) credits for all passing grades, the option to drop from ECE to Honors without ramifications for college transcripts and students who struggle with test-taking may be able to work through this course with less test anxiety.

This also presents an excellent opportunity for students to get acquainted with college level course work, tests and college expectations when it comes to rigor.

Students who might end up pursuing geographical studies can find careers in Environmental Science, Urban Planning, Sociology, Anthropology, Economics, Business, Computer Science, not to mention education.

3. Forecasted impact of change (use attachment if more space is needed):

A. Please describe the likely impact of change on the students intended to be directly served by the program/course.

Students will have the opportunity to earn college credits without having to be dependent on one final exam. Students will also get a "taste" of college-level courses, not under the AP umbrella. This will hopefully help them with time management skills, perhaps also encouraging students to either think about not going to college or giving college a try.

The expectation is that this course will be offered as an Honors Level course for its participants.

I am hoping that by offering this format, students will have less anxiety/stress when it comes to preparing for college. Instead of feeling angst or trepidation towards their potential college credit depending on one test, perhaps there will be less anxiety by being able to have an entire year to work on their grades.

On a more personal level, or immediate level, I am hoping that this course will help students learn more about their own local environments (both physical and human) and take active steps to help embrace and improve their local environments. Places such as school, or downtown, or Lover's Leap, for example.

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B. Will it have an impact on other students, if so how?

N/A

C. How will it affect students currently being served or who may be caught in a transition process (if applicable)?

N/A

D. What is the impact of this proposal on staffing?

This will be offered as an elective as the current AP. This will be included in the teacher's regular teaching assignment, so no need for additional staffing.

E. Are there scheduling implications associated with this proposal? If yes, detail those implications.

The Social Studies department currently offers seven (7) elective courses on a biannual rotating basis. This course is already offered as an AP HUG course and would have no further impact on scheduling. This course may need to be included on a rotational basis.

F. Are there space implications associated with the program/course?

No.

G. How might this impact other programs? (For example: Is a new elective likely to affect enrollment in other departments?)

The anticipated enrollment for this course is in line with current demand for AP HUG. No negative enrollment implications are anticipated.

4. What resources are required for the program?

A. Is there a need for new technology? If so, please explain.

N/A

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B. What current materials will need replacement?

Current materials are in excellent condition as new AP HUG textbooks have been purchased.

C. Are there staffing needs required because of the resources?

There are no additional staffing needs to offer this course on our established rotating basis. However, more electives could be offered each year by the Social Studies department if the department added an additional teacher.

D. Would there be specific needs for materials for SPED or ELL?

Materials for SPED and ELL can be created/adapted electronically by the teacher.

E. Is specialized training required for staff?

No, the teacher already has all the required credentials.

5. Who will be involved in curriculum writing and when does one envision it will occur?

Stearns, Robert. Spring of 2026.

6. Develop a projected budget of impact costs for three years and show below.

Description	Year 1	Year 2	Year 3	Total
Cost of Texts	0	0	0	0
Supplies	0	0	0	0
Professional Development	0	0	0	0
Curriculum Writing	1240	0	0	1240
Staffing	0	0	0	0
Other (identify)	0	0	0	0
Total	0	0	0	0

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Additional explanation of budget impact (if budgeted funds are being requested):

Only curriculum writing at this time.

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Request for a New Program or Course

Refer to the Curriculum Proposal Process Document for All Deadlines

Signature of Principal: [Signature] Date: 9/19

Signature of Dept. Chair (if applicable): [Signature] Date: 9/19/25

Title of Proposal: Citizenship

Person Submitting Proposal: Suzanne Andrews

Curriculum Area: Social Studies Summit

Number of Credits/Level (if applicable): 1

Prerequisite Courses (if applicable): None

Grade(s): 9-12

1. **Description of Program/Course** (what does this course/program address? How does it relate to the Common Core? What other pertinent information about the proposal do you wish to share?)

The primary objective of this course is to prepare students to become informed and engaged members of society. The curriculum is designed to provide a comprehensive exploration of key topics within the Social Studies discipline, fostering both civic understanding and critical thinking skills.

Students will build a solid foundation in American Government and History, including an in-depth examination of local government operations and the democratic voting process. To enhance experiential learning, we plan to organize a field trip to the town hall, allowing students to gain firsthand knowledge of how to access and utilize community services.

Economic literacy is a crucial component of this course. Students will study fundamental economic principles such as consumer behavior and microeconomic concepts, including the distinctions between elastic and inelastic goods, to develop a practical understanding of economic decision-making.

The curriculum also addresses societal interactions and human behavior, with a focus on social stratification and inequality. Given the civic responsibility students will eventually undertake as jurors, the course will cover topics related to deviant behavior and its impact on society.

Finally, the course will include a unit on the biological underpinnings of human development, with an emphasis on childhood growth and development.

Through this curriculum, we aim to equip students with the essential knowledge and skills needed to actively participate in and contribute positively to their communities.

This content relates to the CT Social Studies Standards content themes: Justice, Representation, Inclusivity, Agency, and Local Connections.

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2. Describe the Current Situation and why the new proposal seems needed. Please also describe what alternatives were considered and what you believe are the advantages and disadvantages of the proposal.

Currently, we are establishing a course of study for the Summit Program as it relates to Social Studies Curriculum.

3. Forecasted impact of change (use attachment if more space is needed):

A. Please describe the likely impact of change on the students intended to be directly served by the program/course.

This will impact students greatly as it will better prepare them for the future. Knowledge gleaned is vital for being members of society.

B. Will it have an impact on other students, if so how?

No other students will be impacted by this course proposal at NMHS.

C. How will it affect students currently being served or who may be caught in a transition process (if applicable)?

This will provide students with a credit in the humanities as they progress towards graduation.

D. What is the impact of this proposal on staffing?

The staff member already teaching the Social Studies summit course has the proper certification, so no other impact will be made on staffing.

E. Are there scheduling implications associated with this proposal? If yes, detail those implications.

There are no scheduling implications as students are already assigned to the Summit program.

F. Are there space implications associated with the program/course?

A designated area for the Summit program is already established in the building.

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G. How might this impact other programs? (For example: Is a new elective likely to affect enrollment in other departments?)

This will not have any impact on other programs.

4. What resources are required for the program?

A. Is there a need for new technology? If so, please explain.

There is no need for new technology as students already possess school-issued Chromebooks and teachers have school-issued laptops and TV style smart boards.

B. What current materials will need replacement?

No materials will need replacement as the Social Studies department already has the materials needed to teach the course.

C. Are there staffing needs required because of the resources?

There are no additional staffing needs at this time.

D. Would there be specific needs for materials for SPED or ELL?

Materials for SPED and ELL students can be created digitally by the teacher and/or accessed digitally by the students.

E. Is specialized training required for staff?

No specialized training is needed.

5. Who will be involved in curriculum writing and when does one envision it will occur?

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Sue Andrews, Spring 2026.

6. Develop a projected budget of impact costs for three years and show below.

Description	Year 1	Year 2	Year 3	Total
Cost of Texts	0	0	0	0
Supplies	0	0	0	0
Professional Development	0	0	0	0
Curriculum Writing	1240.00	0	0	1240.00
Staffing	0	0	0	0
Other (identify)	0	0	0	0
Total	1240.00	0	0	1240.00

Additional explanation of budget impact (if budgeted funds are being requested):

N/A

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Request for a New Program or Course

Refer to the Curriculum Proposal Process Document for All Deadlines

Signature of Principal: _____

Date: 9/22/25

Signature of Dept. Chair (if applicable): _____

Date: 9/22/25

Title of Proposal: **Summit Math III**

Person Submitting Proposal: **Stephen Donahue**

Curriculum Area: **Mathematics**

Number of Credits/Level (if applicable): **1 math credit**

Prerequisite Courses (if applicable):

Grade(s): **10, 11, 12**

1. Description of Program/Course (what does this course/program address? How does it relate to the Common Core? What other pertinent information about the proposal do you wish to share?)

This is a 1 credit, full year math course taught in two semesters. Students will earn .5 math credits upon successful completion of each semester. Summit Math III will focus predominantly on applications of mathematics. This course will work to improve the students critical thinking and analytical reasoning skills. Due to the nature of the Summit program, Summit Math III will be a stand alone course. Each unit of this course will begin with a review of the prerequisite arithmetic, algebra and geometry skills students will need to succeed.

2. Describe the Current Situation and why the new proposal seems needed. Please also describe what alternatives were considered and what you believe are the advantages and disadvantages of the proposal.

The Summit program creates a space and a program to serve a very specialized group of students that have requested working in a school environment that facilitates their ability to learn without being part of the general school population. The students in the Summit program receive instruction from all of the core disciplines, the Summit Math III course is our offering to fill that need. Due to the fact that students can spend up to three years in the Summit Program, there needs to be three distinct math courses. This course; Summit Math III is for the school year 2026-2027.

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3. **Forecasted impact of change** (use attachment if more space is needed):

- A. Please describe the likely impact of change on the students intended to be directly served by the program/course.

Due to the small population in the Summit program, The Summit Math instructor gets to do a lot of individual and small group work in an effort to improve the math skills of the group, and each individual in the group.

- B. Will it have an impact on other students, if so how?

Because the Summit program is a stand alone group, the Summit Math class will have no impact on non-Summit students.

- C. How will it affect students currently being served or who may be caught in a transition process (if applicable)?

Because every semester is a stand alone course, this should not be an issue.

- D. What is the impact of this proposal on staffing?

This course is already being taught. In 2024-25 we piloted the Summit program and covered math sections for the 2025-2026 year. There is already one section of math that is allocated to the Summit program each year.

- E. Are there scheduling implications associated with this proposal? If yes, detail those implications.

Because the students are not part of the general school population, there are no scheduling issues.

- F. Are there space implications associated with the program/course?

The Summit program has two dedicated rooms for them to use. There are no space concerns.

- G. How might this impact other programs? (For example: Is a new elective likely to affect enrollment in other departments?)

This course does not directly impact any other courses in any other departments.

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4. What resources are required for the program?

A. Is there a need for new technology? If so, please explain.

No. All of the technology Summit Math III will need is already in place.

B. What current materials will need replacement?

None. There are no additional materials that are needed, and no materials in need of replacement.

C. Are there staffing needs required because of the resources?

No. There is no additional staffing required.

D. Would there be specific needs for materials for SPED or ELL?

There will be no additional materials required for SPED or MLL

E. Is specialized training required for staff?

It would be beneficial to have some additional training for staff regarding working with this specific type of program. Especially for instructors that have not previously worked in this format.

5. Who will be involved in curriculum writing and when does one envision it will occur?

The curriculum will have to be designed as a collaboration between a math instructor and the director of the Summit Program.

6. Develop a projected budget of impact costs for three years and show below.

Description	Year 1	Year 2	Year 3	Total
Cost of Texts	0	0	0	0
Supplies	0	0	0	0
Professional Development	\$780	0	0	\$780
Curriculum writing	\$1,240.00	\$1,240.00	\$1,240.00	\$3,720.00
Staffing	0	0	0	0
Other (identify)	0	0	0	0
Total				\$4,500.00

Additional explanation of budget impact (if budgeted funds are being requested):

The Summit program has been running in pilot mode for the first two years. There has been no official curriculum. I have been designing the course based on the needs of the students in the program. This course request is the first step in formalizing the Summit Math course. I have budgeted for an additional curriculum for Summit Math I and Summit Math II. If we are planning on serving 10th, 11th, and 12th graders in the program, each year will require new material to be covered, and therefore a new curriculum.

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Request for a New Program or Course

Refer to the Curriculum Proposal Process Document for All Deadlines

Signature of Principal: [Signature] Date: 9/19

Signature of Dept. Chair (if applicable): [Signature] Date: 9/19/25

Title of Proposal: Summit Health and Wellness

Person Submitting Proposal: Jason Arnauckas

Curriculum Area: Health/Physical Education

Number of Credits/Level (if applicable): 1.0

Prerequisite Courses (if applicable):

Grade(s): 9-12

1. Description of Program/Course (what does this course/program address? How does it relate to the Common Core? What other pertinent information about the proposal do you wish to share?)

This course will span over four years in various stages and will be a comprehensive alternative education pathway designed to support students in developing the knowledge, habits, and practical skills necessary for lifelong success. This program emphasizes a complete approach to education by integrating physical education, health and wellness, and essential life skills needed into daily learning experiences.

2. Describe the Current Situation and why the new proposal seems needed. Please also describe what alternatives were considered and what you believe are the advantages and disadvantages of the proposal.

This is needed because the Summit program is new to our school and the development of a structured curriculum will provide structure and growth to the learning process for all students in the program.

3. Forecasted impact of change (use attachment if more space is needed):

A. Please describe the likely impact of change on the students intended to be directly served by the program/course.

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

This course will provide opportunities for personal success and growth by developing an improved physical health, stronger sense of emotional well - being, build positive relationships and prepare for life readiness.

B. Will it have an impact on other students, if so how?

no

C. How will it affect students currently being served or who may be caught in a transition process (if applicable)?

It will provide more structure to the students currently enrolled int he Summit

D. What is the impact of this proposal on staffing?

none

E. Are there scheduling implications associated with this proposal? If yes, detail those implications.

no

F. Are there space implications associated with the program/course?

no

G. How might this impact other programs? (For example: Is a new elective likely to affect enrollment in other departments?)

.N/A

4. What resources are required for the program?

A. Is there a need for new technology? If so, please explain.

none

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B. What current materials will need replacement?

None at this time

C. Are there staffing needs required because of the resources?

no

D. Would there be specific needs for materials for SPED or ELL?

Not at this time

E. Is specialized training required for staff?

no

5. Who will be involved in curriculum writing and when does one envision it will occur?

Jason Arnauckas

6. Develop a projected budget of impact costs for three years and show below.

Description	Year 1	Year 2	Year 3	Total
Cost of Texts				

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

Supplies				
Professional Development				
Curriculum Writing	\$1,240			
Staffing				
Other (identify)				
Total	\$1,240			

Additional explanation of budget impact (if budgeted funds are being requested):

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Request for a New Program or Course

Refer to Curriculum Proposal Process Document for All Deadlines

Signature of Principal: [Signature] Date: 9/22/25

Signature of Dept. Chair (if applicable): [Signature] Date: 9/22/25

Title of Proposal: Summit English III: Identity, Society, and Capstone

Person Submitting Proposal: Megan Dwyer and Jennifer LaCava

Curriculum Area: English

Number of Credits/Level: 1.0

Prerequisite Courses (If applicable): N/A

Grades: 10, 11, 12

Grades: 9-12

1. Description of Program/Course (what is it this course/program addresses? How does it relate to the Common Core? What other pertinent information about the proposal do you wish to share?)

This course will be the third course in an English curriculum rotation for the Summit, New Milford High School's alternative education program. This course will be called "Identity, Society, and Capstone". The course will emphasize critical thinking, synthesis, and independent work. Students will complete a research project that includes reflective essays and also a creative writing portfolio.

This follows Summit English I: Foundations of Real World Literacy and Media, and Summit English II: Voices and Perspectives. All of these courses are aligned with Common Core State Standards for English.

2. Describe the Current Situation and why the new proposal seems needed. Please also describe what alternatives were considered and what you believe are the advantages and disadvantages of the proposal.

The Summit program creates a space and program to serve a very specialized group of students that have requested working in a school environment that facilitates their ability to learn without being part of the general school population. The students in the Summit program receive instruction from all of the core disciplines, the Summit English III course, "Identity, Society, and Capstone", will be one of the courses for the scope and sequence needed to satisfy graduation requirements.

3. Forecasted impact of change (use attachment if more space is needed):

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

A. Please describe the likely impact of change on the students intended to be directly served by the program/course.

This will continue to allow for the development of alternative education programming for students. The instructor will be able to focus instruction to meet the needs of individuals as well as the group. Students will improve their English content area knowledge and skills.

B. Will it have an impact on other students, if so how?

This will not have an impact on other students as it will be taught in the Summit program and not impact enrollment of other classes.

C. How will it affect students currently being served or who may be caught in a transition process (if applicable)?

This course will support students who are in transition into the program as well as current students within the program.

D. What is the impact of this proposal on staffing?

The English Department has designated one teacher for the year instruction in this specialized and personalized program for some of our most disengaged students.

E. Are there scheduling implications associated with this proposal? If yes, detail those implications.

There are not scheduling implications associated with this proposal as it will be scheduled as part of a teacher's teaching responsibilities (FTE 1.0).

F. Are there space implications associated with the program/course?

The Summit students already have their own designated classrooms within NMHS.

G. How might this impact other programs? (For example: Is a new elective likely to affect enrollment in other departments?)

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This new course will allow for the continued growth and development of the Summit program to meet the needs of all students enrolled.

4. What resources are required for the program?

A. Is there a need for new technology? If so, please explain.

No, there will not be a need for new technology.

B. What current materials will need replacement?

At this time, there are no current materials that will need to be replaced.

C. Are there staffing needs required because of the resources?

This will be offered as semester courses and will not affect students who are in a transition process.

D. Would there be specific needs for materials for SPED or ELL?

The instructor will continue to have the necessary support and materials to differentiate instruction for SPED and/or ELL students.

E. Is specialized training required for staff?

There is a request for professional development focused on increasing project based learning opportunities and teaching in an alternative education program.

5. Who will be involved in curriculum writing and when does one envision it will occur?

A member of the English department will write the new curriculum in the 2025-2026 school year, anticipating the new class will be offered in the fall of 2026.

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6. Develop a projected budget of impact costs for three years and show below.

Description	Year 1	Year 2	Year 3	Total
Cost of Texts	n/a	n/a	n/a	
Supplies	n/a	n/a	n/a	
Professional Development	\$780.00	n/a	n/a	\$780.00
Curriculum Writing	\$1240.00	12400	12400	\$1240.00
Staffing	n/a	n/a	n/a	n/a
Other (identify)	n/a	n/a	n/a	n/a
Total	\$4500.00			\$4500.00

Additional explanation of budget impact (if budgeted funds are being requested):

This curriculum will be for one of three to four courses offered in Summit to satisfy English graduation requirements. The English Department will propose a new course during the 2026-2027 school year and then again in 2027-2028. The chart above shows potential curriculum writing implications over the next three years.

In addition, the English Department has requested money for Professional Development, specifically for creating more project based learning experiences and instructional strategies for teaching in an alternative education program.

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Request for a New Program or Course

Refer to Curriculum Proposal Process Document for All Deadlines

Signature of Principal: [Signature] Date: 9/19

Signature of Dept. Chair (if applicable): [Signature] Date: 9/18/25

Title of Proposal: **Math Lab**

Person Submitting Proposal: **Stephen Donahue**

Curriculum Area: **High School Mathematics**

Number of Credits/Level (if applicable): Prerequisite Courses (if applicable): **½ elective credit**

Grade(s): **9**

1. Description of Program/Course (what is it this course/program addresses? How does it relate to the Common Core? What other pertinent information about the proposal do you wish to share?)

Math Lab will be an intervention course offered to regular education 9th grade students that have been identified as needing math support. The entry level course for math at New Milford High School is Algebra 1. We have been finding through various indicators that there are a significant number of students arriving at the high school that have gaps in their mathematical knowledge. The plan for this course is to supplement their Algebra 1 course with a second math class in their schedule. The second class is Math Lab. The Math Lab will support new learning as well as helping to fill in prior gaps in the student's learning.

2. Describe the Current Situation and why the new proposal seems needed. Please also describe what alternatives were considered and what you believe are the advantages and disadvantages of the proposal.

There are a significant number of 9th grade students entering high school that are not prepared to succeed in an Algebra 1 course. By adding Math Lab to their schedule they will be receiving structured intervention to help fill in any knowledge or skill deficiencies.

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3. Forecasted impact of change (use attachment if more space is needed):

- A. Please describe the likely impact of change on the students intended to be directly served by the program/course.

The impact would be highly individualized to each student. We plan on using results from middle school diagnostics to create an individualized learning plan for each student, that addresses that student's specific needs.

- B. Will it have an impact on other students, if so how?

The only real impact on other students would be slightly higher class sizes for some classes. We will be creating as many sections as needed to accommodate the qualifying students. We have a fixed number of sections we can offer as a department. For each Math Lab section we offer we might have to collapse a section for another course.

- C. How will it affect students currently being served or who may be caught in a transition process (if applicable)?

Every student enrolled in the Math Lab course would be transitioning from middle school to high school. Due to it being an interventional math course in the student's schedule, it will limit the electives a student can choose as a 9th grader. If students can demonstrate that they no longer need Math Lab, they can transition out of the course and pick up a study hall or a semester elective at the end of the first semester of their freshman year.

- D. What is the impact of this proposal on staffing?

I do not see the need for any change in staffing. As stated before, we might need to reduce the number of sections of other courses, but that is all.

- E. Are there scheduling implications associated with this proposal? If yes, detail those implications.

As long as the course is scheduled in advance, there should be no major scheduling implications. The only real issue will be that the students will be taking two math courses and the time slots will have to be considered carefully.

- F. Are there space implications associated with the program/course?

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No. Because this is going to be a teaching assignment the teacher will still be in their classroom.

G. How might this impact other programs? (For example: Is a new elective likely to affect enrollment in other departments?)

I expect these to be small classes. I do not see it having an impact on other programs.

4. What resources are required for the program?

A. Is there a need for new technology? If so, please explain.

For this class we will need access to a program that can generate individualized intervention work for the students. We are planning on purchasing individual student licenses for students placed in the course.

B. What current materials will need replacement?

There are no materials that need replacement.

C. Are there staffing needs required because of the resources?

No, this will be a course section that is part of a teachers assignment

D. Would there be specific needs for materials for SPED or ELL?

No. This course is being specifically designed to provide intervention for regular education students.

E. Is specialized training required for staff?

We are budgeting a day of professional development to train the instructors that will be teaching this course for the first year. The structure of the course needs each class period to be broken up in a very specific way. This training will make sure the instructors are delivering the instruction the way that it is intended.

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5. Who will be involved in curriculum writing and when does one envision it will occur?

The curriculum will be developed by the high school math department. Once the course is approved, the curriculum should be able to be completed for the Committee on Learning in time for the spring time approval.

6. Develop a projected budget of impact costs for three years and show below.

Description	Year 1	Year 2	Year 3	Total
Cost of Texts	0	0	0	0
Supplies	0	0	0	0
Professional Development	\$3,200.00	0	0	\$3,200.00
Curriculum Writing	1 semester new course (\$850.00)			\$850.00
Staffing	0	0	0	0
Other (identify)	Intervention license MTSS (\$1,800.00)	Intervention license MTSS (\$1,800.00)	Intervention license MTSS (\$1,800.00)	\$5,400.00
Total				\$9,450.00

Additional explanation of budget impact (if budgeted funds are being requested).:

This will have a limited impact on the budget. There should not be any additional salary cost. The only real cost would be the cost of purchasing an intervention program for the high school, and the cost for training.

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Request for a New Program or Course

Refer to the Curriculum Proposal Process Document for All Deadlines

Signature of Principal: [Signature] Date: 9/19

Signature of Dept. Chair (if applicable): Sara Del Mastro Date: 9/19/25

Title of Proposal: **Explorations in Physical Science 1 and 2**

Person Submitting Proposal: Sara Del Mastro

Curriculum Area: Science

Number of Credits/Level (if applicable): 0.5 credit for each course

Prerequisite Courses (if applicable):

Grade(s): 9-12

1. Description of Program/Course (what does this course/program address? How does it relate to the Common Core? What other pertinent information about the proposal do you wish to share?)

Explorations in Physical Science 1 and 2 are each half-year courses in which students will explore the basic concepts and principles of physics and chemistry. Each course will be aligned to the NGSS physical science standards and will incorporate the NGSS science and engineering practices. These standards will also be centered and grounded in real-world phenomenon and scenarios.

This course will provide a different approach to accessing education through a smaller group setting that allows for personalized learning opportunities. Instruction will provide individualized, self-directed, project based, and hands-on learning opportunities that extend beyond the classroom walls.

2. Describe the Current Situation and why the new proposal seems needed. Please also describe what alternatives were considered and what you believe are the advantages and disadvantages of the proposal.

The Summit Program is our new alternative education program servicing students who have not had success in the traditional classroom setting. This course will be the first in a series of stand alone science courses that will provide students the opportunity to earn a STEM credit at New Milford High School. The intent being to offer a series of four science courses over four years. Students could enter the Summit Program at any point in their high school career and join the science course being offered that year regardless of their prior background courses.

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3. **Forecasted impact of change** (use attachment if more space is needed):

- A. Please describe the likely impact of change on the students intended to be directly served by the program/course.

These new Explorations in Physical Science courses will provide an opportunity for the Summit students to earn STEM credits towards graduation in a way that meets their unique educational needs.

- B. Will it have an impact on other students, if so how?

No

- C. How will it affect students currently being served or who may be caught in a transition process (if applicable)?

These courses are different from what is currently offered to the general population of students. Therefore for students entering the Summit program that may have earned some STEM credits these courses will not be a repeat of something they have already taken but may be an extension or spiral of previously learned content.

- D. What is the impact of this proposal on staffing?

N/A

- E. Are there scheduling implications associated with this proposal? If yes, detail those implications.

One NMHS science teacher will be scheduled to teach one section of this course as part of their normal five course load.

- F. Are there space implications associated with the program/course?

This course will be offered in the current Summit classroom space.

G. How might this impact other programs? (For example: Is a new elective likely to affect enrollment in other departments?)

This will not impact other programs or departments as it will only be available to the self-contained Summit students.

4. What resources are required for the program?

A. Is there a need for new technology? If so, please explain.

N/A

B. What current materials will need replacement?

Although much of the material needed can be provided by the current science department inventory, we will need to purchase additional project based lab kits for students to be able to have hands-on explorations and engineering projects in the areas of chemical and physical science. (Examples: wind turbines and solar panel components, simple machines, etc.

C. Are there staffing needs required because of the resources?

N/A

D. Would there be specific needs for materials for SPED or ELL?

N/A

E. Is specialized training required for staff?

N/A

5. Who will be involved in curriculum writing and when does one envision it will occur?

Members of the science department will write the curriculum in the spring/summer of 2026.

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6. Develop a projected budget of impact costs for three years and show below.

Description	Year 1	Year 2	Year 3	Total
Cost of Texts	N/A			
Supplies	\$500.00			
Professional Development	N/A			
Curriculum Writing	1240			
Staffing	N/A			
Other (identify)				
Total				

Additional explanation of budget impact (if budgeted funds are being requested):

Request for a New Program or Course

Refer to the Curriculum Proposal Process Document for All Deadlines

Signature of Principal: [Signature] Date: 9/11

Signature of Dept. Chair (if applicable): [Signature] Date: 9/16/25

Title of Proposal: **Nets and Recreational Games**

Person Submitting Proposal: **Jason Arnauckas**

Curriculum Area: **Physical Education**

Number of Credits/Level (if applicable): **.5**

Prerequisite Courses (if applicable):

Grade(s): **10-12**

1. **Description of Program/Course** (what does this course/program address? How does it relate to the Common Core? What other pertinent information about the proposal do you wish to share?)

This course will provide students with opportunities to engage in physical fitness through a variety of net and recreational activities such as; volleyball, badminton, table tennis, pickleball, and nitro ball. Students will learn appropriate strategies and concepts for each activity and apply in a game play situation. Students will develop communication and decision making skills needed to be successful in both team and individual settings.

2. **Describe the Current Situation and why the new proposal seems needed.** Please also describe what alternatives were considered and what you believe are the advantages and disadvantages of the proposal. **Currently our sophomore through senior level students do not have specific course electives to meet their interest levels. This will provide an opportunity for students to grow and develop in an area of interest for the entire semester which should lead to better fitness levels and active lifestyles.**

3. **Forecasted impact of change** (use attachment if more space is needed):

A. Please describe the likely impact of change on the students intended to be directly served by the program/course.

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

This course will provide a safe environment for students to learn concepts, strategies and communication skills associated with these games. Working collaboratively with classmates in game play will improve communication, decision making and build positive self esteem

B. Will it have an impact on other students, if so how?

No

C. How will it affect students currently being served or who may be caught in a transition process (if applicable)?

N/A

D. What is the impact of this proposal on staffing?

None

E. Are there scheduling implications associated with this proposal? If yes, detail those implications.

No

F. Are there space implications associated with the program/course?

No

G. How might this impact other programs? (For example: Is a new elective likely to affect enrollment in other departments?)

No impact

4. What resources are required for the program?

A. Is there a need for new technology? If so, please explain.

No new resources needed

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B. What current materials will need replacement?

None

C. Are there staffing needs required because of the resources?

No

D. Would there be specific needs for materials for SPED or ELL?

No

E. Is specialized training required for staff?

No

5. Who will be involved in curriculum writing and when does one envision it will occur?

Jason Arnauckas

6. Develop a projected budget of impact costs for three years and show below.

Description	Year 1	Year 2	Year 3	Total
Cost of Texts	\$0	\$0	\$0	\$0

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Supplies				
Professional Development				
Curriculum Writing	\$745			
Staffing				
Other (identify)				
Total	\$745			

Additional explanation of budget impact (if budgeted funds are being requested):

No other budget implications

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Request for a New Program or Course

Refer to the Curriculum Proposal Process Document for All Deadlines

Signature of Principal: [Signature] Date: 9/19

Signature of Dept. Chair (if applicable): [Signature] Date: 9/16/25

Title of Proposal: **Group Fitness**

Person Submitting Proposal: **Jason Arnauckas**

Curriculum Area: **Physical Education**

Number of Credits/Level (if applicable): **.5**

Prerequisite Courses (if applicable):

Grade(s): **10-12**

1. **Description of Program/Course** (what does this course/program address? How does it relate to the Common Core? What other pertinent information about the proposal do you wish to share?)

This course is designed to give students an opportunity to explore different styles of group fitness classes. Through group exercises students will learn how to stay motivated and apply leadership skills while learning basic body mechanics and form. Some examples of units might be Zumba, circuit training, dance/cardio, spinning, barbell workouts, HIIT, and more!

2. **Describe the Current Situation and why the new proposal seems needed.** Please also describe what alternatives were considered and what you believe are the advantages and disadvantages of the proposal. **Currently our sophomore through senior level students do not have specific course electives to meet their interest levels. This will provide an opportunity for students to grow and develop in an area of interest for the entire semester which should lead to better fitness levels and active lifestyles.**

3. **Forecasted impact of change** (use attachment if more space is needed):

A. Please describe the likely impact of change on the students intended to be directly served by the program/course.

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This course will provide a safe environment for students to learn fitness level classes, routines and mechanics. Devoting a semester that focuses on this area of fitness will develop a better overall sense of understanding and the commitment needed to promote healthy living lifestyles.

B. Will it have an impact on other students, if so how?

No

C. How will it affect students currently being served or who may be caught in a transition process (if applicable)?

N/A

D. What is the impact of this proposal on staffing?

No impact

E. Are there scheduling implications associated with this proposal? If yes, detail those implications.

No

F. Are there space implications associated with the program/course?

No

G. How might this impact other programs? (For example: Is a new elective likely to affect enrollment in other departments?)

This will not impact other programs

4. What resources are required for the program?

A. Is there a need for new technology? If so, please explain.

No new resources needed

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B. What current materials will need replacement?

None

C. Are there staffing needs required because of the resources?

No new staff will be needed

D. Would there be specific needs for materials for SPED or ELL?

No

E. Is specialized training required for staff?

No

5. Who will be involved in curriculum writing and when does one envision it will occur?

Jason Arnauckas and Victoria Murray

6. Develop a projected budget of impact costs for three years and show below.

Description	Year 1	Year 2	Year 3	Total
Cost of Texts	\$0	\$0	\$0	\$0

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

Supplies				
Professional Development				
Curriculum Writing	\$745			
Staffing				
Other (identify)				
Total	\$745			

Additional explanation of budget impact (if budgeted funds are being requested):

No additional budget implications

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Request for a New Program or Course

Refer to the Curriculum Proposal Process Document for All Deadlines

Signature of Principal: _____

Date: 9/19

Signature of Dept. Chair (if applicable): _____

Date: 9/16/25

Title of Proposal: **Yoga and Pilates**

Person Submitting Proposal: **Jason Arnauckas**

Curriculum Area: **Physical Education**

Number of Credits/Level (if applicable): **.5**

Prerequisite Courses (if applicable):

Grade(s): **10-12**

1. **Description of Program/Course** (what does this course/program address? How does it relate to the Common Core? What other pertinent information about the proposal do you wish to share?)

This course is designed to introduce students to basic postures, breathing techniques, mindfulness and relaxation methods of yoga and pilates. Students will earn the benefits of stretching, movement and breathing to help relieve stress and learn to relax to help provide a more productive mindset throughout your day.

2. **Describe the Current Situation and why the new proposal seems needed.** Please also describe what alternatives were considered and what you believe are the advantages and disadvantages of the proposal. **Currently our sophomore through senior level students do not have specific course electives to meet their interest levels. This will provide an opportunity for students to grow and develop in an area of interest for the entire semester which should lead to better fitness levels and more active lifestyles.**

3. **Forecasted impact of change** (use attachment if more space is needed):

A. Please describe the likely impact of change on the students intended to be directly served by the program/course.

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

This course will provide a safe environment for students to learn concepts, strategies and communication skills associated with the techniques provided in yoga and pilates. Through this course students will learn wellness concepts and understand the importance of a healthy and balanced lifestyle.

B. Will it have an impact on other students, if so how?

No

C. How will it affect students currently being served or who may be caught in a transition process (if applicable)?

N/A

D. What is the impact of this proposal on staffing?

None

E. Are there scheduling implications associated with this proposal? If yes, detail those implications.

No

F. Are there space implications associated with the program/course?

No

G. How might this impact other programs? (For example: Is a new elective likely to affect enrollment in other departments?)

No impact

4. What resources are required for the program?

A. Is there a need for new technology? If so, please explain.

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No new resources needed

B. What current materials will need replacement?

None

C. Are there staffing needs required because of the resources?

No

D. Would there be specific needs for materials for SPED or ELL?

No

E. Is specialized training required for staff?

No

5. Who will be involved in curriculum writing and when does one envision it will occur?

Jason Arnauckas

6. Develop a projected budget of impact costs for three years and show below.

Description	Year 1	Year 2	Year 3	Total
Cost of Texts	\$0	\$0	\$0	\$0

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Supplies				
Professional Development				
Curriculum Writing	\$745			
Staffing				
Other (identify)				
Total	\$745			

Additional explanation of budget impact (if budgeted funds are being requested):

No other budget implications

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

Request for a New Program or Course

Refer to the Curriculum Proposal Process Document for All Deadlines

Signature of Principal: [Signature] Date: 9/19

Signature of Dept. Chair (if applicable): [Signature] Date: 9/16/25

Title of Proposal: **Team Sports**

Person Submitting Proposal: **Jason Arnauckas**

Curriculum Area: **Physical Education**

Number of Credits/Level (if applicable): **.5**

Prerequisite Courses (if applicable):

Grade(s): **10-12**

1. **Description of Program/Course** (what does this course/program address? How does it relate to the Common Core? What other pertinent information about the proposal do you wish to share?)

This course will provide students opportunities to engage in team sports that will have a competitive nature to the activity being played. Students will develop game strategies, research rules and practice skills needed to perform the motor skills used to play in sports such as, basketball, flag football, floor hockey, baseball/softball and more. Throughout the unit they will collaboratively develop and analyze strategies used in game play and enhance decision making skills while creating game plans and plays with their teammates.

2. **Describe the Current Situation and why the new proposal seems needed.** Please also describe what alternatives were considered and what you believe are the advantages and disadvantages of the proposal. **Currently our sophomore through senior level students do not have specific course electives to meet their interest levels. This will provide an opportunity for students to grow and develop in an area of interest for the entire semester which should lead to better fitness levels and more active lifestyles.**

3. **Forecasted impact of change** (use attachment if more space is needed):

A. Please describe the likely impact of change on the students intended to be directly served by the program/course.

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This course will provide a safe environment for students to learn concepts, strategies and communication skills associated with these games. Working collaboratively with classmates in game play will improve communication, decision making and build positive self esteem

B. Will it have an impact on other students, if so how?

No

C. How will it affect students currently being served or who may be caught in a transition process (if applicable)?

N/A

D. What is the impact of this proposal on staffing?

None

E. Are there scheduling implications associated with this proposal? If yes, detail those implications.

No

F. Are there space implications associated with the program/course?

No

G. How might this impact other programs? (For example: Is a new elective likely to affect enrollment in other departments?)

No impact

4. What resources are required for the program?

A. Is there a need for new technology? If so, please explain.

No new resources needed

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B. What current materials will need replacement?

None

C. Are there staffing needs required because of the resources?

No

D. Would there be specific needs for materials for SPED or ELL?

No

E. Is specialized training required for staff?

No

5. Who will be involved in curriculum writing and when does one envision it will occur?

Jason Arnauckas

6. Develop a projected budget of impact costs for three years and show below.

Description	Year 1	Year 2	Year 3	Total
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NEW MILFORD PUBLIC SCHOOLS

EMPLOYMENT REPORT

Regular Meeting of the Board of Education

New Milford, Connecticut

October 21, 2025 BOE Meeting

CERTIFIED STAFF APPOINTMENTS

Shannon Danaher -1.0 Physical Education Teacher at SMS -Effective Date: October 17, 2025 -Salary \$97,681 (MA/Step 15) with over 20+ years of experience. -Replacing K. Rabito who transferred to Physical Education Teacher at NMHS (\$86,417).	Alejandro Jimenez -1.0 1 year Music Teacher at NES under the 45% rule. -Effective Date: September 29, 2025 -Salary \$102,380 (6th Yr/Step 15) with over 15 years of experience. -Replacing A. Belardinelli who is on a 1 year LOA for the 25-26 SY (\$65,411).	Jaclyn Mattison -1.0 Special Education Teacher at LHTC -Effective Date: October 20, 2025 -Salary \$78,538 (MA/Step 11) with 7 years of experience. -Replacing R.Kraft who retired, currently a Long Term Substitute for the district (\$97,681).	Hailey Shepherd -1.0 Communication Arts Teacher at SMS -Effective Date: October 1, 2025 -Salary \$56,993 (MA/Step 2) with 2 years of experience. -Replacing E. Grabner who transferred to Social studies Teacher at SMS	Jennifer Way -1.0 Long Term Substitute Career Readiness Teacher at SMS -Effective Date: October 14, 2025 -Salary \$56,660 (MA30/Step 1) with over 1 year of experience. -Replacing R. Mead who resigned (\$55,618).
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NON-CERTIFIED AND LICENSED APPOINTMENTS

Nicole Bagala -1.0 Special Education ParaEducator at HPS -Effective Date: October 6, 2025 -Salary \$18.99 per hour -Replacing T. Biondino who resigned (\$18.99 per hour).	Sydney Crookshank -1.0 Special Education ParaEducator at SNIS -Effective Date: October 1, 2025 -Salary \$18.99 per hour -Replacing M. Peters who retired (\$18.92 per hour).	Kelsey Matthews -1.0 School Nurse at SNIS -Effective Date: October 6, 2025 -Salary \$49,196.30 -Replacing Contracted Service Staffed via Sunbelt
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CERTIFIED STAFF RESIGNATIONS

Taylor Chamberlain -1.0 Mathematics Teacher at NMHS -Effective Date: October 29, 2025 -Salary \$61,324 (MA/Step 5). Took a position in another district.	Robert Costigan -1.0 Social Studies Teacher at NMHS -Effective Date: October 25, 2025 -Salary \$61,324 (MA/5). Took a position in another district.	David Mirto -1.0 Technology Education Teacher at NMHS -Effective Date: October 24, 2025 -Salary \$79,052 (PHD/9). Leaving due to personal reasons.
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COACHING STAFF RESIGNATIONS

Giles Vaughan -1.0 Varsity Girls Indoor Track Coach -Effective Date: September 26, 2025 -Last Stipend Amount: \$3562. Leaving due to personal reasons.
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INTERNAL TRANSFERS

Megan Przybysz -1.0 Special Education Teacher at SNIS transferring to 1.0 Special Education Teacher at NES -Effective Date: September 29, 2025. Replacing W.Sapione who transferred to SMS.
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New Milford Enrollment Matrix By School

October 1, 2025

NES	Actual 06/01/23	Proj 25-26	Actual 10/01/25	Variance from the Projection
PK	56	58	62	4
K	139	112	95	-17
1	134	106	107	1
2	128	131	135	4
TOTALS	457	407	399	-8

HPS	Actual 06/01/23	Proj 25-26	Actual 10/01/25	Variance from the Projection
PK	48	45	60	15
K	117	98	85	-13
1	120	92	93	1
2	105	116	125	9
TOTALS	390	351	363	12

PK - 2	Actual 06/01/23	Total Proj 25-26	Actual 10/01/25	Variance from the Projection
PK	104	103	122	19
K	256	210	180	-30
1	254	198	200	2
2	233	247	260	13
TOTALS	847	758	762	4

SNIS	Actual 06/01/23	Proj 25-26	Actual 10/01/25	Variance from the Projection
3	252	247	261	14
4	262	259	263	4
5	250	235	240	5
TOTALS	764	741	764	23

SMS	Actual 06/01/23	Proj 25-26	Actual 10/01/25	Variance from the Projection
6	281	269	265	-4
7	255	269	267	-2
8	286	246	247	1
TOTALS	822	784	779	-5

NMHS	Actual 06/01/23	Proj 25-26	Actual 10/01/25	Variance from the Projection
9	293	288	268	-20
10	334	248	251	3
11	302	301	301	0
12	308	284	290	6
TOTALS	1237	1121	1110	-11

	Actual 06/01/23	Actual 10/01/24	Proj 25-26	Actual 10/01/25	25-26 Variance from the Projection	Comparison of 10/2024 to 10/2025
PK-2	847	798	758	762	4	-36
SNIS	764	757	741	764	23	7
SMS	822	793	784	779	-5	-14
NMHS	1237	1150	1121	1110	-11	-40
TOTALS	3670	3498	3404	3415	11	-83

LHTC total = 19

OCTOBER 2025 FUNDRAISING REPORT

DEPT	EVENT	FUNDS USE
<u>NMHS</u>		
Model UN	SnapRaise	Defray Cost of Conferences
Class of 2027	SnapRaise	Fund Senior Prom & Other Activities
Football Team	Jesse's Ice Cream Truck at Homecoming	Fund Future Football Costs
Cheerleading Team	SnapRaise	Fund Apparel & Competition Fees
Class of 2026	Masked Singer	Fund Senior Prom & Other Activities
Key Club	Host Carnival During Lunch	Start Strong Zambia-Unicef
FBLA	Sale of Double Good Popcorn	Defray Costs of Competitions

Approved Field Trips October 2025

<u>School</u>	<u>Grade/Dept.</u>	<u>Trip Date</u>	<u>Day(s) of the Week</u>	<u># of Students</u>	<u># of Adults</u>	<u>Destination</u>	<u>Subs</u>	<u>Student Cost</u>
SNIS	3	10/21/25	Tuesday	87	10	Sullivan Farm	0	\$0.00
SNIS	3	10/22/25	Wednesday	85	8	Sullivan Farm	0	\$0.00
SNIS	3	10/23/25	Thursday	88	6	Sullivan Farm	0	\$0.00
SNIS	5	5/20/26	Wednesday	121	10	Soundwaters Co	0	TBD
SNIS	5	5/21/26	Thursday	139	11	Soundwaters Co	0	TBD
SMS	7	12/10/25	Wednesday	30	1	Chestnut Grove S	1	\$0.00
SMS	7	6/5/26	Friday	230	15	Quassy	0	\$30.00