

**Stafford Public Schools
2015-2016 Budget
Supplementary Documents**

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A photograph of a classroom scene. A female teacher stands in front of a green chalkboard, smiling. Several students are raising their hands, indicating they want to answer a question. The classroom has a bulletin board on the left with various papers and a bookshelf on the right. The text "Responses to Board Budget Committee" is overlaid in a large, bold, black serif font.

Responses to Board Budget Committee

February 23, 2015

Adjustments to Superintendent's Proposed Budget

Line	Budget	Difference	% Difference	Explanation
2014-2015	26,909,795			
2015-2016 - Proposed	27,843,900	934,105	3.47%	
Medical Insurance		(70,813)		Based on person-to-person analysis February, 2015
Dues and Fees		(6,950)		Adjusted to detailed schedule of all memberships
				Calculation updated based on latest information
Excess Cost		56,378		Assumes 80% reimbursement from the State
				NCEP is 16,466 * 4.5 is 74,097 district cost per
				student, before the State partially funds.
Rounding		(15)		
Subtotal		(21,400)		
2015-2016 - Adjusted	27,822,500	912,705	3.39%	

2015 - 2016 Budget Proposal

Line	2013-2014 Approved	2013-2014 Expended	2014-2015 Approved	2015-2016 Proposed	Difference	2016 % change
100 Salaries	15,358,701	15,203,234	15,135,686	15,561,100	425,414	2.81%
200 Benefits	5,228,821	5,249,709	5,323,248	5,397,900	74,652	1.40%
300 Professional Services	306,905	319,628	333,445	348,800	15,355	4.60%
400 Repairs, Rental, Other Property Services	729,741	814,680	752,536	867,800	115,264	15.32%
500 Transportation, Tuition, Other Services	3,570,570	3,454,886	3,571,804	3,821,900	250,096	7.00%
600 Utilities, Instructional & Building Supplies	1,425,609	1,460,432	1,435,921	1,416,800	(19,121)	(1.33%)
700 Equipment and Software	213,356	237,814	206,748	217,800	11,052	5.35%
800 Dues and Fees	98,698	132,207	150,407	190,400	39,993	26.59%
Grand Total	26,932,401	26,872,591	26,909,795	27,822,500	912,705	3.39%

Increase totals \$912,705 or 3.39%

2015 - 2016 Budget Proposal

Line	2014-2015 Approved	2015-2016 Proposed	Difference	Line % Change	Impact %	Difference Includes
100 Salaries	15,135,686	15,561,100	425,414	2.81%	1.58%	SV Administrator, 117,800 Other staffing changes, net, (48,000) Contractual changes offset by three retirements
200 Benefits	5,323,248	5,397,900	74,652	1.40%	0.28%	Social Security / medicare , 51,700 Health insurance incr 2.5%, 94,800 offset by actual plans and waivers, (70,800) netting to medical insurance increase of 24,005 Pension, 16,200
300 Professional Services	333,445	348,800	15,355	4.60%	0.06%	Literacy services, inservice costs, ~ 20 additional areas
400 Repairs, Rental, Other Property Services	752,536	867,800	115,264	15.32%	0.43%	Facility upkeep, much already delayed, 80,700 Initially proposed projects, further delayed 172,800 Remaining projects avoid higher future cost if neglected.
500 Transportation, Tuition, Other Services	3,571,804	3,821,900	250,096	7.00%	0.93%	Magnet schools 153,200 Special Ed transportation 60,800 Contractual regular transportation 69,800 offset by estimated deisel fuel price reduction (55,000)
600 Utilities, Instructional & Building Supplies	1,435,921	1,416,800	(19,121)	(1.33%)	(0.07%)	Instructional supplies 43,800 Fuel oil (55,200)
700 Equipment and Software	206,748	217,800	11,052	5.35%	0.04%	Maintenance equipment 11,200
800 Dues and Fees	150,407	190,400	39,993	26.59%	0.15%	Debt for solar 27,500, offset by holding electricity costs at 2014-2015 level. IT Licences 2,500 Other fees in 17 areas averaging 600 each, 10,000
Grand Total	26,909,795	27,822,500	912,705	3.39%	3.39%	

Difference includes increases in personnel and transportation obligations, out of district costs (magnet & Special Ed), and facility investment and a decrease in energy costs.

Additional Information & Presentation Changes

Equipment, Repair and Maintenance

Equipment, repair and maintenance costs are within most lines in our budget and total 581,800:

Object Description	2014-2015 Approved	2015-2016 Proposed	Difference
+ Repairs and Maintenance - 430	334,554	405,200	70,646
+ Building Services Supplies - 613	103,390	104,900	1,510
+ Trash Removal - 421	45,000	47,500	2,500
+ Equipment - 730	8,000	19,200	11,200
+ Travel - 580	4,000	4,000	-
+ Dues and Fees - 810	1,000	1,000	-
+ Water and Sewer - 410	250	-	(250)
Grand Total	496,194	581,800	85,606

A further breakdown of these costs is to the right →

Through the course of the budget process, \$172,800 of proposed cost was postponed (not shown here).
The remaining projects need to be addressed in order to avoid higher future costs.

Equipment, repair and maintenance	2015-2016	Running % Total
Cleaning chemicals	65,000	11.2%
Trash removal	47,500	19.3%
Paper Supplies	39,640	26.1%
Roof Repair SHS	35,000	32.2%
Repair concrete sidewalks (safety)	20,000	35.6%
Invensys (BC) Service Contract	18,930	38.9%
General Repairs	17,250	41.8%
Certified water trmt. system operator	15,500	44.5%
Laundry Service/mops etc.	15,000	47.1%
General roof maintenance	11,500	49.0%
Chiller Inspections and Preventative Maintenance	11,000	50.9%
Scissor Lift (split with town)	10,000	52.7%
Plumbing repairs - material	9,800	54.3%
UST Monthly Inspections	9,600	56.0%
Uniforms	9,555	57.6%
Recoat Gym floor	8,670	59.1%
Boiler/heating system repairs - material	8,240	60.5%
Electrical repairs - material	8,075	61.9%
Replace carpet (rooms 4 and 6) SV	8,000	63.3%
replace VCT (rooms 2 and 3) SV	7,900	64.7%
Filters & Belts - AHU, VAV, RTU-(VAV Repairs)	7,100	65.9%
Door hdw. closers etc	7,000	67.1%
Fire alarm testing & repairs	6,575	68.2%
Lock repairs/upgrades	6,500	69.3%
Playscape safety fiber (mulch)	6,500	70.4%
Boiler Cleaning & Service - material	6,450	71.6%
Lawn/grounds/landscape	6,400	72.7%
Roof Repair SV	6,000	73.7%
Replace walk-in refrigeration (1/yr for 4 years) SV	6,000	74.7%
Elevator maintenance	5,850	75.7%
Batteries, ballasts & power packs - Emerg & other light	5,500	76.7%
Parking Lot Painting	5,300	77.6%
Gym equipment inspection/repairs (hoops, curtains, bleachers)	5,200	78.5%
Emergency Shutdown Material & Labor	5,200	79.4%
Sprinkler testing - annual required (includes fire pump flow test)	5,040	80.2%
Exterminator Services and Treatment	4,968	81.1%
50 additional items, each under 5,000	110,057	100.0%
Total	581,800	

Special Education

	Cost	% Budget
Outplacements, Special Education	1,373,878	4.94%
Additional Special Ed	3,155,322	11.34%
Total Special Ed	4,529,200	16.28%
Total Budget	27,822,500	100.00%

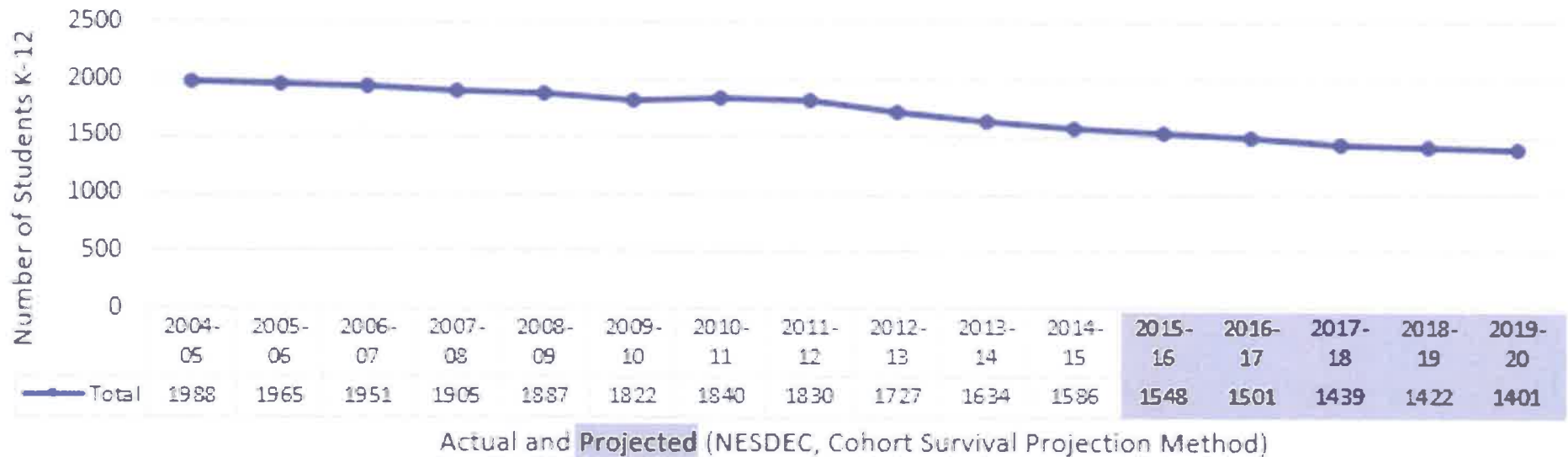
Special Education is 16.28% of the total budget, largely dictated by mandates.

Some of these costs are reimbursed by the State, based on a complex formula, which is estimated until finalized in May.

Based on current data, our State reimbursement is estimated at \$313,600.

Declining Enrollment

Enrollment



The New England School Development Council (NESDEC) provides an annual enrollment projection using a mathematical formula that projects changes from the recent past continuing into the future.

January 12, 2015, enrollment reflects 1,592 students.

The current approved budget (2014-2015) reflects a **net reduction of 7.2 FTE staff**.

Additional Financial Responsibility

As of October 1, 2014, we had 1586 students enrolled in our public schools. In addition to these students, the Board of Education assumes financial responsible for another 190 students:

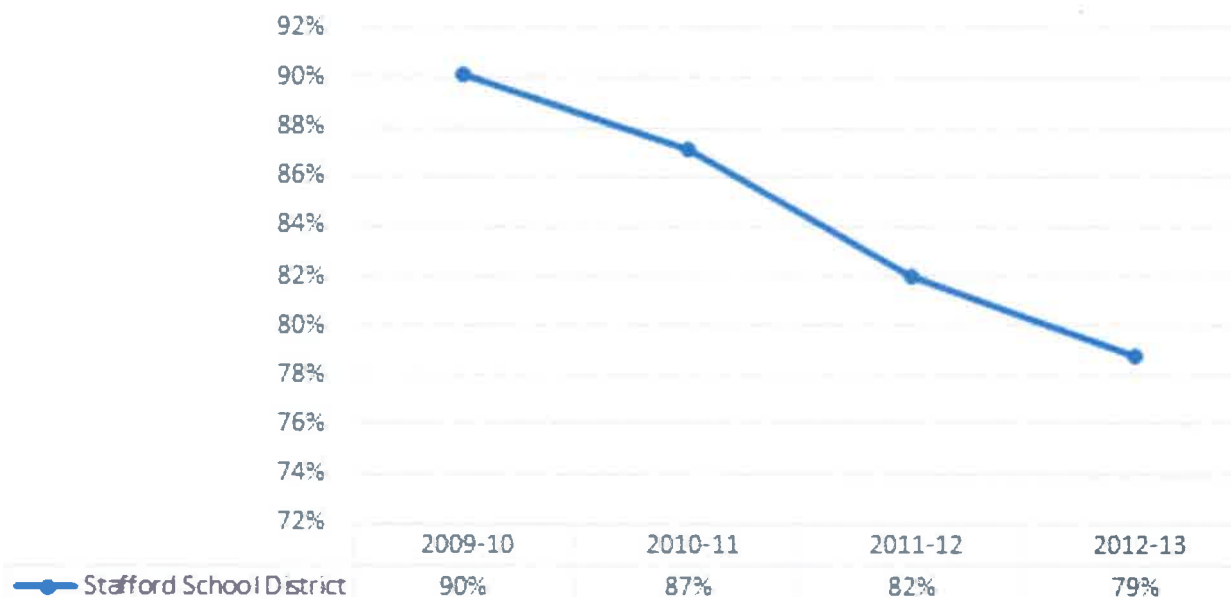
- Tuition and transportation (out-placed facilities)
- Transportation only (State technical schools)
- Tuition, transportation, and special education services (Rockville Vo-Ag)
- Tuition and special education services (magnet schools)
- Nursing staff and transportation (St. Edward School)

The number of students attending magnet schools this year as compared to last year nearly doubled. This increase is reflected in the 500 line.

BOE Questions	Comment
1 Is there data specific to the number of students starting K without a PK experience in Stafford?	This request is addressed in the following slide entitled, “Percentage of Kindergarten Students with Pre-kindergarten Experience”.
2 The Board is in receipt of a letter from a parent regarding the provision of services for children, who are gifted & talented. Have we considered providing such services?	We are engaged in on-going conversations with administrators regarding options to address this concern.
3 How will the addition of the administrator position play out in the future?	This item will be addressed through our long-range planning efforts (i.e. 3-year timeline).
4 Is the technology engineering class (which was originally grant-funded) included in our 15-16 budget proposal? How about the E-commerce course?	Research & Development and E-Commerce courses will utilize district funds supplemented by Perkins grant funds. In addition, students in the R&D course plan to engage in fundraising efforts. There are no sustaining costs affiliated with the Personal Finance course (Innovation grant provided for one-time software purchase.).
5 Was the dip in ECS funding 2009-2011 because of the ARRA funds, which would not appear in the graph?	ARRA stimulus funds were received separately by the Town and made up for reduced ECS funding in two of the years. This slide has been corrected.

Pre-Kindergarten Trend

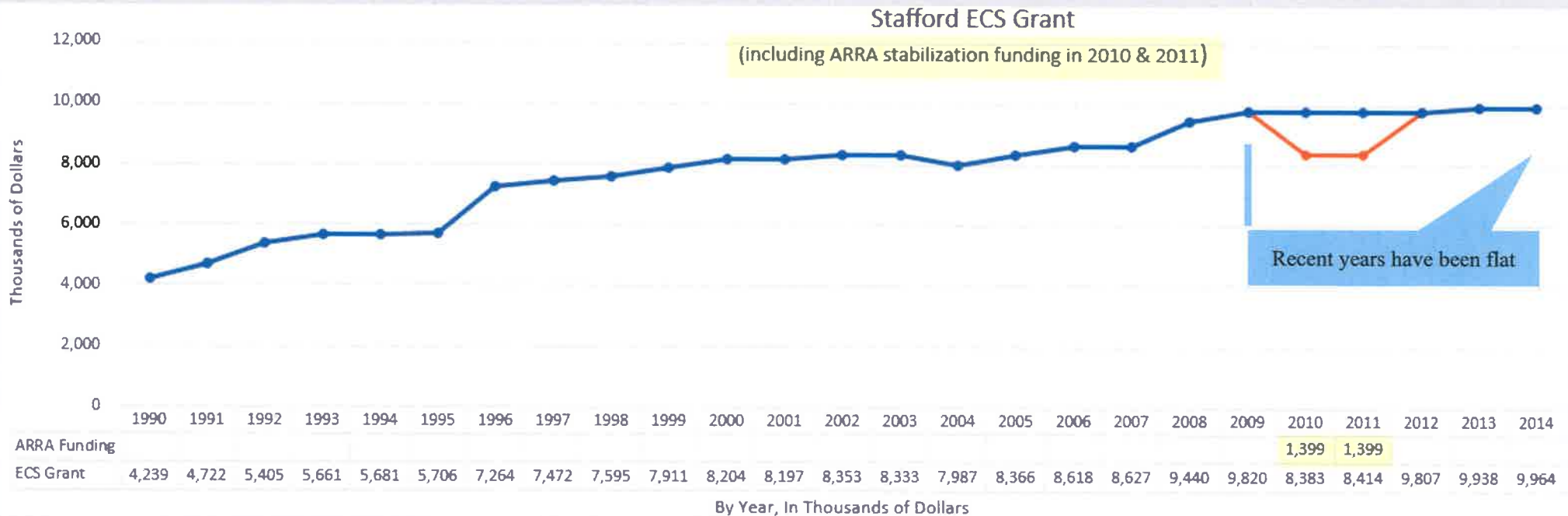
Percentage of Kindergarten Students with Pre-kindergarten Experience



Students entering Kindergarten with preschool experience has decreased from 90% in 2009-2010 to 79% in 2012-2013.

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Education Cost Share (ECS): The Big State Grant



After property tax, the Education Cost Sharing Grant is the second largest source of revenue.

What does this mean in terms of property tax?

In 2013-14 the ESC Grant funded $\frac{1}{4}$ of the entire town budget.

Note: In 2010 & 2011, the grant was subsidized by funding from American Recovery & Reinvestment Act of 2009 (ARRA)

BOE Questions

Comment

6	At the end of the 2013-2014 school year, the Board of Education returned funds to the Town. How much money did we return?	The BOE returned \$59,810 to the Town after the 13-14 SY. In addition, there was \$291,740 remaining in the excess cost grant fund, which if the district does not need money to cover excessive special education costs, the BOF may use to offset the Town & school district budgets for 15-16 (i.e. revenue transfer).
7	<p>Please explain the change in percentage in the 400 (Repairs, Rental, Other Property) and 800 (Dues & Fees) lines.</p> <p>What comprises the "dues and fees" line item?</p>	<p>400 Lines: Facility upkeep, much already delayed, \$80,700. Initially proposed projects, further delayed \$172,800. Remaining projects avoid higher future cost if neglected.</p> <p>800 lines: Debt for solar \$27,500. IT Licences \$2,500. Other fees in 17 areas averaging \$600 each, \$10,000.</p> <p>In addition to that listed above, the dues & fees line also includes memberships in CABA / EASTCONN / CAPSS / ASCD / CASBO, etc.</p>
8	Although we are not offering a retirement incentive this year, do we have any indication of how many we may anticipate?	We currently have budgeted for three retirements, which we feel is conservative. We have not yet received official written notification from any staff members.

BOE Questions

Comment

9	How are we doing with the mandate to implement our educator evaluation plan with all staff this year? Last year we proposed a consultant to mitigate the impact for administrators.	Directors (Curriculum & Instruction and Pupil Services) have assumed responsibility for additional staff in an effort to assist building administrators. Superintendent assumes responsibility for the evaluation of all administrators (APs previously evaluated by Ps).
10	Please speak to the concerns expressed about replacing certified teachers (reduction 2.0) with intervention specialists.	One position will result in the elimination of special education teacher at SMS-no students eligible for self-contained program in 15-16. Replacement with intervention specialist (creative solution to address declining enrollment while increasing opportunities for students at a lower cost) addresses need to increase academic & behavioral interventions (SRBI). The second is the elimination of an instructional support assignment. This position provides tier 2 & 3 interventions to students, which may be provided through a non-certified staff member (intervention specialist, part-time, no benefits) working under a certified teacher.
11	Please provide more information about the reduction of the sixth grade teacher position last year (retirement vacancy not filled). Is there a need for a teacher in science?	This year's sixth grade class would have transitioned from <u>five</u> fifth grade teachers to <u>seven</u> sixth grade teachers. Therefore, the reduction of one sixth grade teacher still allowed for lower class sizes at the middle school. All teachers currently assigned to grade six are certified to teach science to sixth graders.
12	What additional content areas are teachers being asked to teach?	A certified elementary teacher "provides instruction and is responsible for elementary students during a particular time period in all core content subjects; cannot be sole provider of art, dance, health, music, physical education or theatre arts." A review of teacher assignments indicates that all teachers are currently certified to provide instruction in the content areas in which they teach.

District's Efforts to Improve Efficiencies

Stafford Public School District's Efforts to Improve Efficiencies

Old Practice	New Practice	Savings Realized	Benefit to Others
Staff submission of request for personal leave on NCR three-part forms	Staff submit requests / receives approvals electronically through IVEE portal (provided through the district's updated financial software)	<ul style="list-style-type: none"> ✓ Reduction in costs for printing of forms ✓ Reduction in time for processing/dissemination to building/filing of hard copies/data entry into computer system by HR ✓ Eliminates the need for dissemination of forms by building secretaries to staff 	<ul style="list-style-type: none"> ✓ Employees receive quicker responses to requests in a secure manner ✓ Building administrators have ability to review leave requests for school staff in an electronic calendar format ✓ Employees have access to their accumulated leave balances at all times
Provision of hard-copy direct deposit statements to all employees each pay date (every two weeks)	Employees access payroll earnings statements through IVEE portal (provided through the district's updated financial software)	<ul style="list-style-type: none"> ✓ Reduction in printing, paper, 700 envelopes / sheets of paper per month ✓ Reduction of 2-3 hours per payroll cycle for staff members (placing in envelopes, sorting, disseminating to buildings) 	<ul style="list-style-type: none"> ✓ Information provided to employees earlier and in a more secure manner ✓ Employees have access to / can print their financial information at any time / from any computer with internet access ✓ Staff member has more time to absorb some of the tasks of previously eliminated staff from that department
Maintenance worker spent 2 hours / day delivering mail and packages throughout the district	District mail courier / custodian (15 hours per week) to provide cleaning for Superintendent's Office and district delivery services	<ul style="list-style-type: none"> ✓ Custodian at Pinney Building was eliminated and replaced with this position to avoid cost to taxpayers 	<ul style="list-style-type: none"> ✓ Mail and packages delivered on a set schedule and arrive in a timely manner

Stafford Public School District's Efforts to Improve Efficiencies

Old Practice	New Practice	Savings Realized	Benefit to Others
		<ul style="list-style-type: none"> ✓ Allows district maintenance worker to spend entire forty hour work week on maintenance duties ✓ Avoids costly outsourcing of some jobs 	
Receptionist answered phones for central office staff	Use of voicemail system to answer incoming calls	✓ Salary savings from eliminated position	✓ Callers have the option to leave a secure voice mail message for staff members in the business office and superintendent's office
Connecticut Association of Boards of Education (CABE) hosted the district's on-line policy service	District hosts on-line policies in-house	✓ Savings of \$1,300	✓ District was able to design a more user-friendly format, which should benefit those accessing the on-line policy manual
Use of AlertNow Emergency Notification System	Use of Everbridge Emergency Notification System (in collaboration with the Town)	✓ Ability to use State contract price for Everbridge	<ul style="list-style-type: none"> ✓ Everbridge system allows for unlimited notifications vs. paying per notification with AlertNow ✓ Allows community / staff members to register for types of messages they'd like to receive, as well as how they'd like to be notified (phone, text, etc.)

Stafford Public School District's Efforts to Improve Efficiencies

Old Practice	New Practice	Savings Realized	Benefit to Others
Utilize Administrator Plus as the district's student information system	Utilize PowerSchool as the district's student information system	<ul style="list-style-type: none"> ✓ Eliminates the need for multiple copies of student emergency information (nurse able to share information available in PowerSchool) ✓ Licensing fees based on student enrollment vs. flat fee 	<ul style="list-style-type: none"> ✓ Parents / students are able to access assignments and grades on-line 24-7 ✓ Can be accessed from any source with internet access (home computer, smart phone, etc.) ✓ Provides another home-school communication vehicle ✓ District staff has access to user groups for networking
School to parent communication consisted of hard-copies sent home via US mail and/or with students	As much as possible, communication with parents is done electronically via e-mail and/or PowerSchool	<ul style="list-style-type: none"> ✓ Reduction in printing/paper/envelope/postage costs ✓ Reduction in amount of time staff members spend processing this information 	<ul style="list-style-type: none"> ✓ Information is delivered in a more timely and secure manner ✓ Information can be accessed for future reference ✓ Allows more convenience when communicating with parents and other staff members

Stafford Public School District's Efforts to Improve Efficiencies

Old Practice	New Practice	Savings Realized	Benefit to Others
Hard-copies of informational flyers for community events were sent home to parents with students	Informational flyers are emailed to most parents / guardians	<ul style="list-style-type: none"> ✓ Reduction in printing / paper costs for community organizations ✓ School secretaries and teachers no longer have to distribute flyers to students, saving time 	<ul style="list-style-type: none"> ✓ Information is delivered in a more timely and secure manner ✓ Information can be accessed for future reference
College recommendation letters were sent to colleges via US postal service	Through Naviance software, college recommendations are now submitted digitally	<ul style="list-style-type: none"> ✓ Reduction in printing/ paper/envelope/postage costs ✓ Reduction in amount of time staff members spend processing this information 	<ul style="list-style-type: none"> ✓ Information is delivered in a more timely and secure manner ✓ Online submission provides proof of immediate delivery
Handouts utilized in classrooms	Information is provided to students via Google Classroom, Google Drive, Mimeo, etc.	<ul style="list-style-type: none"> ✓ Reduction in paper and printing costs 	<ul style="list-style-type: none"> ✓ Information can be accessed for future reference 24-7
Individual printers utilized by staff members	Centralized printing utilizing district copiers (documents remain in "key" until accessed via user ID / password to ensure security)	<ul style="list-style-type: none"> ✓ Substantial reduction in the cost of printing ✓ Less time spent ordering supplies ✓ Technology department staff no longer had to support individual printers 	<ul style="list-style-type: none"> ✓ Faster printing speed

Stafford Public School District's Efforts to Improve Efficiencies

Old Practice	New Practice	Savings Realized	Benefit to Others
Maintenance and technology support requests were phoned in to the respective department	Staff members submit electronic work orders through School Dude	<ul style="list-style-type: none"> ✓ Reduction in cost of forms / filing of work orders ✓ Reduction in amount of time staff members spend processing work orders ✓ More efficient process allows staff to address more work orders 	<ul style="list-style-type: none"> ✓ School custodial / maintenance / technology staff and town electrician are able to access work orders electronically from any computer ✓ Capacity to print reports and sort requests by staff, location, etc. and collect data for maintenance schedules
Face to face meetings, conferences and professional development	When possible, meetings are held via conference call, webinar or Skype	<ul style="list-style-type: none"> ✓ Reduce staff time out of district ✓ Reduce mileage reimbursement costs 	✓

Stafford Public School District's Efforts to Improve Efficiencies

New Initiatives Planned for Future Implementation / Being Researched for Possible Implementation

Old Practice	New Practice	Savings Realized	Benefit to Others
Potential employees complete hard copy application packets	Utilize AppliTrack software to allow on-line completion of application materials	<ul style="list-style-type: none"> ✓ Free job postings on k12jobspot.com ✓ Reduction in the amount of time the HR department spends following up with potential employees to complete application packets ✓ Reduction in the amount of time the HR department spends sorting / scanning / forwarding applications to administrators 	<ul style="list-style-type: none"> ✓ All administrators will have access to all district applications at any time ✓ Streamlined and secure application process for potential employees
Hours worked by district staff members are tracked on three-part NCR forms	Researching electronic time-keeping systems	<ul style="list-style-type: none"> ✓ Eliminate mathematical errors on time sheets ✓ Eliminate the need to deliver time sheets from the schools to the Paymaster ✓ Eliminate the cost of the two-part time sheets 	✓
Substitutes for teachers are employed by the district and called in by district-employed substitute caller	Researching the possibility of outsourcing the employment of substitutes	<ul style="list-style-type: none"> ✓ Eliminate the need for a substitute caller ✓ HR staff would no longer process substitute application packets ✓ Paymaster would no longer 	✓

Stafford Public School District's Efforts to Improve Efficiencies

		process substitute payments ✓ Possible elimination of the district's obligation to provide health insurance	
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Questions?

Stafford Public Schools
2015-2016 Proposed Budget
February 23, 2015

Line	2013-2014 Expended	2014-2015 Approved	2015-2016 Proposed	Difference	2016 % change	2016 Bud % Change
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Line	Object Description	2013-2014 Expended	2014-2015 Approved	2015-2016 Proposed	Difference	2016 % change
100 Salaries	Salaries Administrative - 109	1,260,580	1,237,860	1,375,500	137,640	11.12%
	Salaries Certified Related - 110	511,952	543,790	532,100	(11,690)	(2.15%)
	Salaries Certified - 111	9,872,488	9,779,763	9,971,000	191,237	1.96%
	Salaries Non Certified - 112	2,336,088	2,370,976	2,397,900	26,924	1.14%
	Salaries Non Affiliated - 114	911,806	941,191	1,022,700	81,509	8.66%
	Salaries Non Certified Related - 115	307,600	262,106	261,900	(206)	(0.08%)
	Salaries Other - 119	2,722				
100 Salaries Total		15,203,234	15,135,686	15,561,100	425,414	2.81%
200 Benefits	Employee Benefits - 210	4,013,331	4,109,240	4,121,200	11,960	0.29%
	Social Security (FICA) - 220	255,481	234,507	279,000	44,493	18.97%
	Medicare - 221	211,238	224,750	232,000	7,250	3.23%
	Pension Contributions - 230	540,673	519,797	536,000	16,203	3.12%
	Unemployment Compensation - 260	53,461	60,000	55,000	(5,000)	(8.33%)
	Workers Compensation - 270	175,525	174,954	174,700	(254)	(0.15%)
200 Benefits Total		5,249,709	5,323,248	5,397,900	74,652	1.40%
300 Professional Services	Contracted Instructional Services - 323	220,561	219,150	218,500	(650)	(0.30%)
	Purch Prof/Tech Services - 330	23,152	40,495	46,500	6,005	14.83%
	Other Professional Services - 340	75,915	73,800	83,800	10,000	13.55%
300 Professional Services Total		319,628	333,445	348,800	15,355	4.60%
400 Repairs, Rental, Other Property Services	Water and Sewer - 410	23,160	21,000	23,500	2,500	11.90%
	Custodial/Fire/Constable - 420	16,363	20,475	21,400	925	4.52%
	Trash Removal - 421	44,237	45,000	47,500	2,500	5.56%
	Repairs and Maintenance - 430	606,532	524,637	631,300	106,663	20.33%
	Lease Rental - 442	124,388	141,424	144,100	2,676	1.89%
400 Repairs, Rental, Other Property Services Total		814,680	752,536	867,800	115,264	15.32%
500 Transportation, Tuition, Other Services	Student Transportation - 510	2,024,783	2,028,634	2,104,300	75,666	3.73%
	Property Insurance - 520	55,470	61,017	67,100	6,083	9.97%
	Liability Insurance - 521	63,456	69,769	82,100	12,331	17.67%
	Communications - 530	86,256	76,630	70,300	(6,330)	(8.26%)
	Advertising - 540	2,959	2,500	3,000	500	20.00%
	Printing and Binding - 550	16,681	15,500	14,700	(800)	(5.16%)
	Out of District Tuition - 560	1,013,544	1,074,390	1,074,100	(290)	(0.03%)
	Magnet School Tuition - 566	113,326	172,400	325,600	153,200	88.86%
	Travel - 580	20,806	21,300	24,000	2,700	12.68%
	Field Trips - 581	57,605	46,164	56,700	10,536	22.82%
	Other Purchased Services - 590		3,500	-	(3,500)	(100.00%)
500 Transportation, Tuition, Other Services Total		3,454,886	3,571,804	3,821,900	250,096	7.00%
600 Utilities, Instructional & Building Supplies	IT Supplies - 610	1,866	8,200	7,300	(900)	(10.98%)
	Instructional Supplies - 611	378,185	362,265	406,100	43,835	12.10%
	Building Services Supplies - 613	108,751	103,390	104,900	1,510	1.46%
	Fuel Oil - 620	358,073	300,150	245,000	(55,150)	(18.37%)
	Electricity - 622	510,400	513,071	513,100	29	0.01%
	Propane Gas - 623	56,596	42,000	42,800	800	1.90%
	Gasoline - 626	7,968	9,500	7,600	(1,900)	(20.00%)
	Textbooks - 641	8,926	69,045	63,300	(5,745)	(8.32%)
	Library Materials - 642	29,666	28,300	26,700	(1,600)	(5.65%)
600 Utilities, Instructional & Building Supplies Total		1,460,432	1,435,921	1,416,800	(19,121)	(1.33%)
700 Equipment and Software	Equipment - 730	199,372	165,948	179,100	13,152	7.93%
	Computer Software - 735	38,442	40,800	38,700	(2,100)	(5.15%)
700 Equipment and Software Total		237,814	206,748	217,800	11,052	5.35%
800 Dues and Fees	Dues and Fees - 810	115,957	134,157	146,700	12,543	9.35%
	Debt-Related Expenditures - 830	16,250	16,250	43,700	27,450	168.92%
800 Dues and Fees Total		132,207	150,407	190,400	39,993	26.59%
Grand Total		26,872,591	26,909,795	27,822,500	912,705	3.39%

MEMO**OFFICE OF THE SUPERINTENDENT OF SCHOOLS**

TO: Board of Education

FROM: *P* Patricia A. Collin, Ed.D., Superintendent of Schools

SUBJECT: Review and Possible Approval of 2014-2015 Budget Transfers

Board Policy #3160: Transfer of Funds Between Categories addresses the Board's ability to transfer appropriations "for school purposes to any other item of such itemized estimate, but expenditures shall not exceed the appropriation made by the fiscal authority combined with such money as may be received from other sources for school purposes."

As indicated in the memorandum prepared by Mr. Jerry Domanico, Business Manager, while the change in vendors to Travelers Insurance has resulted in savings in workers' compensation and liability insurance as compared to last year's rates, our property insurance was quoted at a higher rate. In order to address the increase in property insurance, he is recommending a transfer of funds from workers' compensation and liability insurance to cover the deficit.

Mr. Domanico will be in attendance on November 24, 2014, to respond to questions of Board members.

RECOMMEND the Board of Education approve of the following transfers as presented:

Account Name	Account #	Current Budget	Transfer to / (Transfer from)	Revised Budget
Workers' Compensation	001.058.270.2310.226	\$174,954	(\$30,157)	\$144,797
Property Insurance	001.08.520.2600.122	\$61,017	\$34,308	\$95,325
Liability Insurance	001.08.521.2600.120	\$64,437	(\$4,151)	\$60,286

Stafford Board of Education
263 East Street, Stafford Springs, CT 06076
Phone: 860-684-4211 ext 111 Fax: 860-684-4260 Email: domanicoj@stafford.k12.ct.us

Memo

To: Patricia A. Collin, Ed.D., Superintendent
From: Jerry Domanico, Business Manager
Date: November 10, 2014
Re: Recommended Budget Transfers for FY 2014 – 2015 Budget

In compliance with Board of Education policy 3160, I would like to recommend the following budget transfers for the general fund for the 2014-2015 fiscal year for the Board's consideration.


As you are aware, the district went out to bid this year, along with the Town of Stafford, for insurance which included property, liability and workers compensation. The results of the bids between Trident, CIRMA and Travelers showed a wide variation in their pricing of each line of coverage (e.g.: property, liability, and workers compensation). Each carrier sets their own rates which takes into account costs of reinsurance, overall loss experience for that line of coverage and rate need. As a result of the bid process, the Town and District elected to change vendors to Travelers Insurance from Trident Insurance. Overall, Travelers submitted the lowest bid package and offered the most services. When the budget was developed last year, it was based on the rates and anticipated increases for insurance as billed by Trident. Travelers insurance is providing workers compensation and liability insurance at reduced rate compared to last year, but our property insurance was quoted at a higher rate. There were no significant changes to coverage made and as mentioned above, the total bid by Travelers was significantly lower than that of Trident.

As a result, there are funds available in workers' compensation and liability insurance which can be utilized to cover the increase in the District's property insurance. Overall, the total cost is within budget. I recommend transferring funds from liability insurance and workers' compensation to cover the deficit in property insurance.

Account Name	Account #	Current Budget	Transfer to / (Transfer from)	Revised Budget
Workers' Compensation	001.08.270.2310.226	\$174,954	(\$30,157)	\$144,797
Property Insurance	001.08.520.2600.122	\$61,017	\$34,308	\$95,325
Liability Insurance	001.08.521.2600.120	\$64,437	(\$4,151)	\$60,286

MEMO**OFFICE OF THE SUPERINTENDENT OF SCHOOLS**

TO: Board of Education

FROM:  Patricia A. Collin, Ed.D., Superintendent of Schools

SUBJECT: Review and Approval of Budget Transfers for 2013-2014

As indicated in the attached memorandum as prepared by Mr. Jerry Domanico, Business Manager, at the meeting on April 8, 2013, the Board voted to support the Town's efforts to complete solar thermal projects at Stafford High School, Stafford Elementary School, Staffordville School, and West Stafford School. It was understood that funds would ultimately be re-allocated to a new account line under 800 (specifically object code 830). The projects are currently being implemented and the first loan payment was due in July 2013.

Additionally, the Town had allocated funding for the conversion of oil-based heating and hot water systems at Staffordville School to propane, which we anticipate will result in savings since propane is less costly than heating oil. Upon receipt of quotes, the District successfully renegotiated its propane contract, which included favorable pricing coupled with free installation of three propane tanks, with Superior Energy. The tanks were installed this summer and the conversion process of our heat and hot water systems from oil to propane is underway. As indicated by Mr. Domanico, the savings on the propane tank installation at Staffordville School made available funds, which could be used to upgrade the hot water heater at West Stafford School resulting in improved efficiency in conjunction with the solar thermal project at that site.

RECOMMEND the Board of Education approve of the following transfers as indicated below:

Account Name	Account #	Current Budget	Transfer to / (Transfer from)	Revised Budget
WSS #2 Heating Oil	001.01.620.2600.108	\$63,090	(\$3,385)	\$59,705
SMS #2 Heating Oil	001.02.620.2600.108	\$78,863	(\$2,233)	\$76,630
SHS #2 Heating Oil	001.03.620.2600.108	\$119,870	(\$3,150)	\$116,720
SES #2 Heating Oil	001.05.620.2600.108	\$88,326	(\$3,801)	\$84,525
SVS #2 Heating Oil	001.06.620.2600.108	\$37,854	(\$33,681)	\$4,173
Debt Service Payments	001.08.830.5000.084	\$0	\$16,250	\$16,250
SVS Propane	001.06.623.2600.198	\$0	\$30,000	\$30,000

Stafford Board of Education
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Memo

To: Patricia A. Collin, Ed.D., Superintendent

From: Jerry Domanico, Business Manager

Date: August 9, 2013

Re: Recommended Transfers for 2013 – 2014 Budget

At its meeting on April 8, 2013, the Board voted to support the Town's efforts to complete the Solar Thermal Projects at Stafford High School, Stafford Elementary School, Staffordville School, and West Stafford School. At that time, it was indicated that funds would need to be rebudgeted to a new account under Line 800, specifically object code 830 (Debt Related Expenditures). At this time, the loan has been secured, the solar thermal projects are underway, and the first loan payment was due to the bank at the end of July, 2013. At this time I would like to request to transfer funds from the heating oil accounts to the debt Service account as indicated below.

The Town of Stafford had set aside funding for the conversion of the oil based heating and hot water systems at Staffordville School to more economical propane. After receiving quotes from other companies for the purchase and installation of new propane tanks (which would require the district to purchase its propane from another company), the District renegotiated its propane contract with Superior Energy. The contract is for three years, with favorable pricing and included the installation of the propane tanks at no cost to the district. This summer propane tanks were installed and the heat and hot water systems are currently in the process of being converted from oil to propane. The savings on the installation allowed funds to be used to upgrade the hot water heater at West Stafford for increased efficiency in conjunction with the solar thermal project. The heating costs at Staffordville School will decrease due to the lower price of propane as compared to heating oil. At this time I would like to request to transfer funds from the Staffordville heating oil account to the Staffordville Propane account as indicated below.

At this time I am recommending the following budget transfers be approved:

Account Name	Account #	Current Budget	Transfer to / (Transfer from)	Revised Budget
WSS #2 Heating Oil	001.01.620.2600.108	\$63,090	(\$3,385)	\$59,705
SMS #2 Heating Oil	001.02.620.2600.108	\$78,863	(\$2,233)	\$76,630
SHS #2 Heating Oil	001.03.620.2600.108	\$119,870	(\$3,150)	\$116,720
SES #2 Heating Oil	001.05.620.2600.108	\$88,326	(\$3,801)	\$84,525
SVS #2 Heating Oil	001.06.620.2600.108	\$37,854	(\$33,681)	\$4,173
Debt Service Payments	001.08.830.5000.084	\$0	\$16,250	\$16,250
SVS Propane	001.06.623.2600.198	\$0	\$30,000	\$30,000

Item X.B.

September, 2013

MEMO

OFFICE OF THE SUPERINTENDENT OF SCHOOLS

TO: Board of Education

FROM: Patricia A. Collin, Ed.D., Superintendent of Schools

SUBJECT: Review and Approval of Budget Transfers for 2013-2014 for Athletic Trainer

Discussed earlier on the agenda, the contract for athletic trainer services with Johnson Memorial Medical Center (JMMC) is for a total of \$20,000. As indicated in the memorandum prepared by Mr. Jerry Domanico, Business Manager, our approved budget includes an allocation of \$17,000 for this item. The additional \$3,000 will need to be re-allocated to cover the additional cost.

Mr. Domanico recommends that \$2,056 and \$944 be transferred from the high school and middle school transportation accounts, respectively. Additionally, Mr. Domanico recommends a transfer of the \$17,000 to a 340 account to more accurately reflect the contracted service and adhere to State reporting requirements.

RECOMMEND the Board of Education approve of the following transfers as presented:

Account Name	Account #	Current Budget	Transfer to / (Transfer from)	Revised Budget
SHS Athletic Trainer Services	001.03.110.2900.178	\$17,000	(\$17,000)	\$0
SHS Athletic Transportation	001.03.581.2700.178	\$35,119	(\$2,056)	\$33,063
SMS Athletic Transportation	001.02.581.2700.178	\$944	(\$944)	\$0
Athletic Trainer Services	001.03.340.2130.178	\$0	\$20,000	\$20,000

MEMO**OFFICE OF THE SUPERINTENDENT OF SCHOOLS**

TO: Board of Education

FROM: *A* Patricia A. Collin, Ed.D., Superintendent of Schools

SUBJECT: Review and Possible Approval of 2013-2014 Budget Transfers

Board Policy #3160: Transfer of Funds Between Categories addresses the Board's ability to transfer appropriations "for school purposes to any other item of such itemized estimate, but expenditures shall not exceed the appropriation made by the fiscal authority combined with such money as may be received from other sources for school purposes." In accordance with this policy, we are seeking the Board's approval transfers as follows:

- \$300 for Stafford Elementary School (SES) library books;
- \$1,300 for Stafford High School (SHS) instructional equipment;
- \$105 for Staffordville School (SVS) field trips;
- \$20,000 for Staffordville School (SVS) propane; and
- \$15,000 for Workers' Compensation.

Mr. Domanico, who has provided the attached memorandum which explains in detail the request for transfers, will be in attendance on April 28, 2014, to respond to questions of Board members.

RECOMMEND the Board of Education approve of the following transfers as presented:

Account Name	Account #	Current Budget	Transfer to / (Transfer from)	Revised Budget
SES Library supplies	001.05.611.2220.130	\$745	(\$300)	\$445
SES Library Books	001.05.642.2220.130	\$5,255	\$300	\$5,555

Account Name	Account #	Current Budget	Transfer to / (Transfer from)	Revised Budget
SHS Music Maintenance	001.03.430.2611.052	\$1,530	(\$1,300)	\$230
SHS Instructional Equipment	001.03.730.1130.026	\$14,187	\$1,300	\$15,487

Account Name	Account #	Current Budget	Transfer to / (Transfer from)	Revised Budget
SVS Supplies Principal's Office	001.06.611.2400.147	\$2,388	(\$105)	\$2,283
SVS Field Trips	001.06.581.2700.154	\$384	\$105	\$489

Account Name	Account #	Current Budget	Transfer to / (Transfer from)	Revised Budget
Regular Ed In-District Trans.	001.08.510.2700.150	\$1,161,360	(\$20,000)	\$1,141,360
Staffordville Propane	001.06.623.2600.198	\$30,000	\$20,000	\$50,000

Account Name	Account #	Current Budget	Transfer to / (Transfer from)	Revised Budget
Teacher Salary	001.04.111.1260.012	\$1,185,794	(\$15,000)	\$1,170,794
Workers' Compensation	001.08.270.2310.226	\$40,000	\$15,000	\$55,000

Stafford Board of Education
263 East Street, Stafford Springs, CT 06076
Phone: 860-684-4211 ext 111 Fax: 860-684-4260 Email: domanicoj@stafford.k12.ct.us

Memo

To: Patricia A. Collin, Ed.D., Superintendent
From: Jerry Domanico, Business Manager
Date: April 28, 2014
Re: Recommended Transfers for 2013 – 2014 Budget

In compliance with Board of Education policy 3160, I would like to recommend the following budget transfers for the general fund for the 2013-2014 fiscal year for the Board's consideration.

- A. Stafford Elementary School has requested to transfer funds for the purpose of purchasing library books.

Account Name	Account #	Current Budget	Transfer to / (Transfer from)	Revised Budget
SES Library supplies	001.05.611.2220.130	\$745	(\$300)	\$445
SES Library Books	001.05.642.2220.130	\$5,255	\$300	\$5,555

- B. Stafford High School has requested to transfer funds from Music maintenance to Music Equipment for the purpose of purchasing two digital pianos for the piano class. Two new digital pianos were donated to the music department. Since these pianos do not require tuning, there is a savings to the music maintenance budget. This will allow for more students to be accommodated in the class.

Account Name	Account #	Current Budget	Transfer to / (Transfer from)	Revised Budget
SHS Music Maintenance	001.03.430.2611.052	\$1,530	(\$1,300)	\$230
SHS Instructional Equipment	001.03.730.1130.026	\$14,187	\$1,300	\$15,487

- C. Staffordville School has requested to transfer funds from the Principal's Office Supply account to their Field Trips account for the purpose of providing a bus to transport students to the Middle School to see the musical production of Seussical.

Account Name	Account #	Current Budget	Transfer to / (Transfer from)	Revised Budget
SVS Supplies Principal's Office	001.06.611.2400.147	\$2,388	(\$105)	\$2,283
SVS Field Trips	001.06.581.2700.154	\$384	\$105	\$489

- D. The boiler at Staffordville School was converted from heating oil to propane. Funds were transferred from the Staffordville heating oil account to the Staffordville propane account to cover the propane usage. Propane prices rose significantly this past winter which was unanticipated and as a result, the account is currently overspent. Due to the renegotiated transportation contract with M&J Bus, Inc. (which occurred after the referendum vote) there are savings in the transportation account. It is my recommendation that we transfer \$20,000 from

the Regular Education Transportation account to Staffordville Propane account to cover the expected overage.

Account Name	Account #	Current Budget	Transfer to / (Transfer from)	Revised Budget
Regular Ed In-District Trans.	001.08.510.2700.150	\$1,161,360	(\$20,000)	\$1,141,360
Staffordville Propane	001.06.623.2600.198	\$30,000	\$20,000	\$50,000

E. The claims against the district for Unemployment Compensation have greater than anticipated. Several unanticipated (but valid) claims have been paid out recently and as a result, the account will be overspent. Due to some unfilled positions during the course of the year and several staff being hired below the budgeted degree/step of open positions, there will be some savings in the salary accounts. It is my recommendation that we transfer \$15,000 from Teacher Salaries to the Unemployment Compensation account.

Account Name	Account #	Current Budget	Transfer to / (Transfer from)	Revised Budget
Teacher Salary	001.04.111.1260.012	\$1,185,794	(\$15,000)	\$1,170,794
Workers' Compensation	001.08.270.2310.226	\$40,000	\$15,000	\$55,000

Request for Budget Appropriation Transfer Stafford Public Schools

Fund Account: General ☒ Grant ☐

Grant Title

This is a request for a transfer of monies currently allocated in the following budgets:

From Account Code	Description	Dollars
0-010-56-112-2201-30	SES Library Supplies	\$300.00
		\$0.00
		\$0.00
		\$0.00
		\$0.00
Total Reallocated		\$ 0.00

To Account Code	Description	Dollars
0-010-56-422-2201-30	SES Library Books	\$300.00
		\$0.00
		\$0.00
		\$0.00
		\$0.00
Total Reallocated		\$ 0.00

Name of person requesting transfer Hank Skala/Linda Callahan

Date 1/8/14

Hank Skala
Signature

Hank Skala
Signature of Principal/Director/Coordinator/Manager

[Signature] Approved ☒ Disapproved ☐
Signature of Business Manager
Funds Availability & Account Code Validation ☒ p

Signature of Superintendent

Date of Journal Entry _____

Request for Budget Appropriation Transfer Stafford Public Schools

Fund Account: General ☒ Grant ☐
Grant Title

This is a request for a transfer of monies currently allocated in the following budgets:

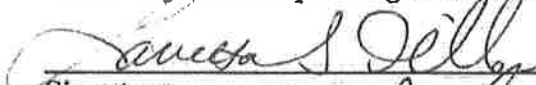
FROM Account Code	Description	Dollars
001.03.430.2611.052	SHS Music Maintenance	1,300.00
		\$0.00
		\$0.00
		\$0.00
		\$0.00
Total Reallocated		\$ 1,300.00

TO Account Code	Description	Dollars
001.03.730.1130.026	Music Equipment	1,300.00
		\$0.00
		\$0.00
		\$0.00
		\$0.00
Total Reallocated		\$ 1,300.00

Justification for transfer request:

To purchase two more digital pianos for the piano class. Two new pianos were donated to the music department this year and as the number of pianos increases, more students are able to be accommodated in the class. These pianos do not need to be tuned which accounts for the high cost of maintenance. Please see detailed information attached from Mrs. Dillon.

Name of person requesting transfer Lauretta Dillon Date February 19, 2014


Signature


Signature of Principal/Director/Coordinator/Manager


Signature of Business Manager

Funds Availability & Account Code Validation ☒ 

Approved ☒ Disapproved ☐

Signature of Superintendent

Approved ☐ Disapproved ☐

Date of Budget Journal Entry _____ Budget Journal Entry Number _____

January 28, 2014

Dear Mr. Pelliccia,

I would respectfully like to request that \$1,300 of the \$1,300 monies that remain in Music Maintenance be transferred to "supplies or equipment" so that I may purchase two more digital pianos for the piano class. We were lucky enough to have had two of these new pianos donated to us this year and as the number of pianos increases, I am able to accommodate more members of the class .

One of the joys of using these instruments is that they do not need to be tuned which accounts for the high cost of maintenance (the cost has gone up dramatically). Two of the pianos they play on are so old that they cannot be tuned at all. These two new ones would not replace but at least allow for a better rotation for the students as they experience the baby grand, two old uprights, 3 digital (two donated, 1 Big Y points which I use every day), and the rest are midi keyboards.

I appreciate your consideration in this matter.


Laurretta Dillon

Request for Budget Appropriation Transfer Stafford Public Schools

Fund Account: General ☒ Grant ☐

Grant Title _____

This is a request for a transfer of monies currently allocated in the following budgets:

From Account Code	Description	Dollars
0-010-66-112-4001-47	SMS bus for Seussical Musical	\$105.00
		\$0.00
		\$0.00
		\$0.00
		\$0.00
Total Reallocated		\$ 105.00

To Account Code	Description	Dollars
010-65-812-7001-54	SMS bus for Seussical Musical	105.00
		\$0.00
		\$0.00
		\$0.00
		\$0.00
Total Reallocated		\$ 105.00

Name of person requesting transfer Peggy Falcetta

Date 3/3/14

Signature

Peggy Falcetta
Signature of Principal/Director/Coordinator/Manager

Joy Danni Approved ☒ Disapproved ☐
Signature of Business Manager
Funds Availability & Account Code Validation ☒ JD


Signature of Superintendent

Date of Journal Entry _____

MEMO

OFFICE OF THE SUPERINTENDENT OF SCHOOLS

TO: Board of Education

FROM:  Patricia A. Collin, Ed.D., Superintendent of Schools

SUBJECT: Review and Possible Approval of Final Budget Transfers for 2013-2014

Attached is a report on final transfers for 2013-2014 prepared by Mr. Jerry Domanico, Business Manager. It details which areas (100, 200, 300 and 500 codes, Personnel Salaries, Benefits, Purchased Professional Services, and Other Purchased Services, respectively) have money available for transfer, and the reasons why, as well as which areas (400, 600, 700, 800 codes) are over-expended, and the reasons for the deficits in the accounts.

RECOMMEND the Board of Education transfer as indicated below:

- From line 500 transfer \$46,239 to line 400;
- From line 500 transfer \$31,984 to line 600;
- From line 500 transfer \$8,575 to line 700;
- From line 100 transfer \$3,094 to line 600;
- From line 100 transfer \$14,583 to line 700; and
- From line 100 transfer \$17,259 to line 800.

Stafford Board of Education
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Memo

To: Patricia A. Collin, Ed.D., Superintendent

From: Jerry Domanico, Business Manager

Date: September 8, 2014

Re: Final Transfers 2013 – 2014 Budget

The following areas of the budget have funds available for transfer to balance against areas where funds were over expended.

- **Line 100 – Personnel Salaries:** \$39,370 is available as a result of savings from hiring staff below budgeted salary, open positions which remained unfilled for a period of time, and from staff who utilized unpaid leaves.
- **Line 200 – Benefits:** \$40,962 is available due to reimbursements to medical insurance from grants.
- **Line 300 – Purchased Professional Services:** \$7,277 is available for transfer as a result of savings in Outside Contracted Services and Professional Services.
- **Line 500 – Other Purchased Services:** \$93,936 is available for transfer as a result of renegotiating our transportation contract and savings in out of district tuition.

The following areas of the budget require a transfer of funding from accounts with available balances.

- **Line 400 – Purchased Property Services:** this line has a deficit of \$46,239. This is a result of higher than anticipated building repair projects to address safety and security issues throughout the district.
- **Line 600 – Supplies:** this line has a deficit of \$35,078. This is due to overages in heating oil, electricity, gasoline and instructional supplies.
- **Line 700 – Equipment:** this line has a deficit of \$23,158. This is due to IT equipment purchases which were needed as part of our infrastructure upgrades.
- **Line 800 – Dues and Fees:** this line has a deficit of \$17,259. This is a result of higher than anticipated renewals as well as additional memberships and upgrades to some current memberships.

Recommendations for transfers:

- From line 500 transfer \$46,239 to line 400.
- From line 500 transfer \$31,984 to line 600.
- From line 500 transfer \$8,575 to line 700.
- From line 100 transfer \$3,094 to line 600.
- From line 100 transfer \$14,583 to line 700.
- From line 100 transfer \$17,259 to line 800.

Account Name	Account #	Current Budget	Transfer to / (Transfer from)	Revised Budget
Reg. Ed. In District Bus	001.08.510.2700.150	\$1,141,360	(\$46,239)	\$1,095,121
Food Services Contracted Services	001.08.430.3100.106	\$0	\$19,348	\$19,348
Building Projects	001.10.430.2613.134	\$38,200	\$26,891	\$65,091
Reg. Ed. In District Bus	001.08.510.2700.150	\$1,095,121	(\$14,004)	\$1,081,117
Tuition Special Ed Public	001.04.560.1260.210	\$506,000	(\$26,555)	\$479,445
Supplies Learning Disability	001.04.611.1260.192	\$6,600	\$5,925	\$12,525
Supplies Speech & Hearing	001.04.611.1260.195	\$2,000	\$3,477	\$5,477
Pupil Services Software	001.07.611.1110.113	\$17,800	\$5,927	\$23,727
Pupil Services School Nurse Supplies	001.07.611.2130.026	\$8,500	\$3,933	\$12,433
District Supplies	001.08.611.2500.088	\$18,480	\$5,304	\$23,784
SHS #2 Heating Oil	001.03.620.2600.108	\$116,720	\$5,950	\$122,670
Gasoline - Unleaded Reg.	001.08.626.2600.223	\$6,500	\$1,468	\$7,968
IT Equipment	001.09.730.2500.047	\$99,000	\$8,575	\$107,575
SMS CMT Academy & SRBI	001.02.110.1110.026	\$14,400	(\$3,094)	\$11,306
SMS SRBI Supplies & Materials	001.02.611.1120.023	\$600	\$3,094	\$3,694
Special Ed Teachers Salary	001.05.112.1110.006	\$55,043	(\$14,817)	\$40,226
Pinney Bldg. Custodian	001.10.112.2600.016	\$17,679	(\$12,000)	\$5,679
SHS Paraprofessional Salary	001.03.112.1130.006	18371	(\$2,589)	\$15,782
IT Equipment	001.09.730.2500.047	\$107,575	\$9,461	\$117,036
IT Software	001.09.735.2580.047	\$35,755	\$2,686	\$38,441
SHS Dues and Fees Drama	001.03.810.2900.180	\$1,500	\$4,174	\$5,674
Dues and Fees Central Office	001.08.810.2320.203	\$6,000	\$6,488	\$12,488
IT Licensing Fees & Subscriptions	001.09.810.2580.047	\$54,475	\$6,597	\$61,072
Spec. Ed. Paraprofessional Salary	001.04.112.1260.012	\$647,008	(\$2,436)	\$644,572
Spec. Ed. Assistive Technology	001.04.730.1260.192	\$3,500	\$2,436	\$5,936

Sum Total All Transfers: \$0

Above are the transfers by specific accounts which are recommended for transfer.

Connecticut State Department of Education
Bureau of Grants Management

2013-14 Net Current Expenditures (NCE) per Pupil (NCEP)
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Basic Contributions for the May Payment

District Code	District Name	(1)	(2)	(3)	(4)	(5)
		NCE 2013-14	Average Daily Membership (ADM) 2013-14	NCEP 2013-14 (Col 1 / Col 2)	State Agency Placement Basic Contribution (Col 3 Rounded)	Local Initiated Placement Basic Contribution (Col 3 x 4.5, Rounded)
001	ANDOVER	7,988,081	569.02	14,038	14,038	63,171
002	ANSONIA	32,831,653	2,527.60	12,989	12,989	58,451
003	ASHFORD	10,347,089	615.78	16,803	16,803	75,614
004	AVON	49,053,907	3,420.67	14,340	14,340	64,530
005	BARKHAMSTED	8,444,166	602.45	14,016	14,016	63,072
007	BERLIN	45,211,024	3,063.18	14,760	14,760	66,420
008	BETHANY	14,483,933	914.19	15,843	15,843	71,294
009	BETHEL	44,111,647	2,946.04	14,973	14,973	67,379
011	BLOOMFIELD	43,850,655	2,187.57	20,045	20,045	90,203
012	BOLTON	12,797,448	803.26	15,932	15,932	71,694
013	BOZRAH	5,307,799	345.04	15,383	15,383	69,224
014	BRANFORD	51,758,292	3,317.99	15,599	15,599	70,196
015	BRIDGEPORT	291,559,821	21,001.67	13,883	13,883	62,474
017	BRISTOL	111,139,538	8,490.99	13,089	13,089	58,901
018	BROOKFIELD	38,575,698	2,825.63	13,652	13,652	61,434
019	BROOKLYN	16,362,268	1,239.00	13,206	13,206	59,427
021	CANAAN	2,866,346	115.88	24,735	24,735	111,308
022	CANTERBURY	11,264,900	659.64	17,077	17,077	76,847
023	CANTON	24,734,544	1,726.71	14,325	14,325	64,463
024	CHAPLIN	5,780,793	303.73	19,033	19,033	85,649
025	CHESHIRE	62,415,416	4,601.12	13,565	13,565	61,043
026	CHESTER	8,108,158	480.22	16,884	16,884	75,978
027	CLINTON	30,392,286	2,016.25	15,074	15,074	67,833
028	COLCHESTER	39,256,262	2,847.20	13,788	13,788	62,046
029	COLEBROOK	3,510,764	216.39	16,224	16,224	73,008
030	COLUMBIA	12,059,169	705.44	17,095	17,095	76,928
031	CORNWALL	3,704,417	144.30	25,672	25,672	115,524
032	COVENTRY	26,642,587	1,820.30	14,636	14,636	65,862
033	CROMWELL	27,348,250	2,061.85	13,264	13,264	59,688
034	DANBURY	134,149,420	10,577.22	12,683	12,683	57,074
035	DARIEN	86,342,390	4,930.90	17,510	17,510	78,795
036	DEEP RIVER	10,585,359	644.60	16,422	16,422	73,899
037	DERBY	21,210,429	1,632.89	12,990	12,990	58,455
039	EASTFORD	3,622,256	203.74	17,779	17,779	80,006
040	EAST GRANBY	15,168,938	921.40	16,463	16,463	74,084
041	EAST HADDAM	19,237,684	1,230.29	15,637	15,637	70,367
042	EAST HAMPTON	28,033,214	1,987.41	14,105	14,105	63,473
043	EAST HARTFORD	104,386,322	8,166.15	12,783	12,783	57,524
044	EAST HAVEN	50,074,146	3,481.27	14,384	14,384	64,728
045	EAST LYME	40,322,449	2,690.14	14,989	14,989	67,451
046	EASTON	24,851,077	1,448.75	17,153	17,153	77,189
047	EAST WINDSOR	20,686,194	1,305.46	15,846	15,846	71,307
048	ELLINGTON	33,720,770	2,765.82	12,192	12,192	54,864

Connecticut State Department of Education
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District Code	District Name	(1)	(2)	(3)	(4)	(5)
		NCE 2013-14	Average Daily Membership (ADM) 2013-14	NCEP 2013-14 (Col 1 / Col 2)	State Agency Placement Basic Contribution (Col 3 Rounded)	Local Initiated Placement Basic Contribution (Col 3 x 4.5, Rounded)
049	ENFIELD	75,962,536	5,597.19	13,572	13,572	61,074
050	ESSEX	14,921,318	935.02	15,958	15,958	71,811
051	FAIRFIELD	156,479,820	10,303.78	15,187	15,187	68,342
052	FARMINGTON	61,034,184	4,033.41	15,132	15,132	68,094
053	FRANKLIN	3,918,056	266.51	14,701	14,701	66,155
054	GLASTONBURY	93,678,035	6,581.60	14,233	14,233	64,049
056	GRANBY	26,850,286	2,023.62	13,268	13,268	59,706
057	GREENWICH	179,678,763	8,660.63	20,747	20,747	93,362
058	GRISWOLD	24,095,305	1,845.23	13,058	13,058	58,761
059	GROTON	73,700,498	5,014.19	14,698	14,698	66,141
060	GUILFORD	54,661,702	3,559.04	15,359	15,359	69,116
062	HAMDEN	108,955,798	6,707.09	16,245	16,245	73,103
063	HAMPTON	3,905,849	190.80	20,471	20,471	92,120
064	HARTFORD	408,047,467	21,781.48	18,734	18,734	84,303
065	HARTLAND	5,235,043	286.95	18,244	18,244	82,098
067	HEBRON	25,179,882	1,895.80	13,282	13,282	59,769
068	KENT	6,369,935	315.15	20,212	20,212	90,954
069	KILLINGLY	38,340,493	2,420.81	15,838	15,838	71,271
071	LEBANON	18,276,846	1,136.03	16,088	16,088	72,396
072	LEDYARD	33,495,080	2,509.22	13,349	13,349	60,071
073	LISBON	9,332,493	619.27	15,070	15,070	67,815
074	LITCHFIELD	16,788,741	1,004.30	16,717	16,717	75,227
076	MADISON	49,297,770	3,291.21	14,979	14,979	67,406
077	MANCHESTER	108,564,875	7,284.56	14,903	14,903	67,064
078	MANSFIELD	30,397,166	1,868.22	16,271	16,271	73,220
079	MARLBOROUGH	14,156,651	1,172.64	12,072	12,072	54,324
080	MERIDEN	117,478,772	9,001.54	13,051	13,051	58,730
083	MIDDLETOWN	76,948,244	5,129.58	15,001	15,001	67,505
084	MILFORD	111,256,636	6,568.97	16,937	16,937	76,217
085	MONROE	51,603,026	3,425.21	15,066	15,066	67,797
086	MONTVILLE	35,507,059	2,496.14	14,225	14,225	64,013
088	NAUGATUCK	64,858,288	4,593.28	14,120	14,120	63,540
089	NEW BRITAIN	142,127,868	11,002.51	12,918	12,918	58,131
090	NEW CANAAN	76,927,657	4,228.01	18,195	18,195	81,878
091	NEW FAIRFIELD	35,463,502	2,642.89	13,418	13,418	60,381
092	NEW HARTFORD	16,080,684	1,104.33	14,561	14,561	65,525
093	NEW HAVEN	319,678,728	18,738.35	17,060	17,060	76,770
094	NEWINGTON	66,019,687	4,382.70	15,064	15,064	67,788
095	NEW LONDON	52,425,715	3,531.02	14,847	14,847	66,812
096	NEW MILFORD	57,465,380	4,423.40	12,991	12,991	58,460
097	NEWTOWN	74,893,975	5,019.93	14,919	14,919	67,136
098	NORFOLK	4,277,342	218.09	19,613	19,613	88,259
099	NORTH BRANFORD	28,399,646	2,115.54	13,424	13,424	60,408

Connecticut State Department of Education
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100	NORTH CANAAN	8,343,749	432.30	19,301	19,301	86,855
101	NORTH HAVEN	48,419,790	3,449.01	14,039	14,039	63,176
102	NORTH STONINGTON	12,069,303	785.69	15,361	15,361	69,125
103	NORWALK	186,643,560	11,290.18	16,531	16,531	74,390
104	NORWICH	81,006,263	5,380.28	15,056	15,056	67,752
106	OLD SAYBROOK	23,764,585	1,417.35	16,767	16,767	75,452
107	ORANGE	37,387,459	2,373.02	15,755	15,755	70,898
108	OXFORD	28,212,871	2,101.89	13,423	13,423	60,404
109	PLAINFIELD	31,452,576	2,349.97	13,384	13,384	60,228
110	PLAINVILLE	35,571,526	2,367.88	15,023	15,023	67,604
111	PLYMOUTH	23,369,002	1,755.80	13,310	13,310	59,895
112	POMFRET	10,181,961	633.26	16,079	16,079	72,356
113	PORTLAND	19,284,738	1,435.54	13,434	13,434	60,453
114	PRESTON	10,558,405	617.14	17,109	17,109	76,991
116	PUTNAM	19,557,316	1,226.36	15,947	15,947	71,762
117	REDDING	31,490,619	1,608.61	19,576	19,576	88,092
118	RIDGEFIELD	82,889,928	5,259.80	15,759	15,759	70,916
119	ROCKY HILL	36,999,768	2,588.76	14,292	14,292	64,314
121	SALEM	11,596,135	674.99	17,180	17,180	77,310
122	SALISBURY	7,654,198	347.22	22,044	22,044	99,198
123	SCOTLAND	4,527,267	225.38	20,087	20,087	90,392
124	SEYMOUR	31,851,506	2,431.97	13,097	13,097	58,937
125	SHARON	6,179,069	238.70	25,886	25,886	116,487
126	SHELTON	66,646,361	5,150.40	12,940	12,940	58,230
127	SHERMAN	8,595,380	564.72	15,221	15,221	68,495
128	SIMSBURY	67,063,574	4,446.53	15,082	15,082	67,869
129	SOMERS	20,854,073	1,518.63	13,732	13,732	61,794
131	SOUTHINGTON	87,514,340	6,751.35	12,962	12,962	58,329
132	SOUTH WINDSOR	69,986,455	4,462.42	15,684	15,684	70,578
133	SPRAGUE	6,078,081	445.21	13,652	13,652	61,434
134	STAFFORD	27,203,996	1,652.12	16,466	16,466	74,097
135	STAMFORD	267,773,814	15,623.60	17,139	17,139	77,126
136	STERLING	8,015,940	632.70	12,669	12,669	57,011
137	STONINGTON	34,527,570	2,387.25	14,463	14,463	65,084
138	STRATFORD	98,592,434	7,473.54	13,192	13,192	59,364
139	SUFFIELD	32,770,896	2,314.15	14,161	14,161	63,725
140	THOMASTON	16,496,852	1,096.62	15,043	15,043	67,694
141	THOMPSON	16,485,842	1,109.55	14,858	14,858	66,861
142	TOLLAND	37,335,519	2,865.64	13,029	13,029	58,631
143	TORRINGTON	71,049,640	4,460.38	15,929	15,929	71,681
144	TRUMBULL	96,710,259	6,667.81	14,504	14,504	65,268
145	UNION	1,756,571	110.00	15,969	15,969	71,861
146	VERNON	52,320,181	3,661.53	14,289	14,289	64,301

February 2015

Connecticut State Department of Education
Bureau of Grants Management

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147	VOLUNTOWN	6,349,428	401.11	15,830	15,830	71,235
148	WALLINGFORD	103,956,082	6,121.14	16,983	16,983	76,424
151	WATERBURY	265,986,099	17,970.40	14,801	14,801	66,605
152	WATERFORD	45,074,496	2,974.65	15,153	15,153	68,189
153	WATERTOWN	38,875,820	2,940.43	13,221	13,221	59,495
154	WESTBROOK	16,370,988	851.50	19,226	19,226	86,517
155	WEST HARTFORD	143,859,999	10,296.60	13,972	13,972	62,874
156	WEST HAVEN	89,606,619	7,195.95	12,452	12,452	56,034
157	WESTON	46,697,846	2,405.33	19,414	19,414	87,363
158	WESTPORT	108,385,246	5,745.72	18,864	18,864	84,888
159	WETHERSFIELD	55,742,122	3,921.26	14,215	14,215	63,968
160	WILLINGTON	11,845,650	709.91	16,686	16,686	75,087
161	WILTON	75,766,762	4,311.66	17,573	17,573	79,079
162	WINCHESTER	21,487,999	1,262.85	17,015	17,015	76,568
163	WINDHAM	54,952,302	3,260.80	16,852	16,852	75,834
164	WINDSOR	64,727,140	3,935.23	16,448	16,448	74,016
165	WINDSOR LOCKS	31,579,505	1,783.42	17,707	17,707	79,682
166	WOLCOTT	32,726,480	2,720.20	12,031	12,031	54,140
167	WOODBIDGE	24,431,654	1,483.64	16,467	16,467	74,102
169	WOODSTOCK	16,125,312	1,319.62	12,220	12,220	54,990
201	DISTRICT NO. 1	9,592,288	425.00	22,570	22,570	101,565
204	DISTRICT NO. 4	15,887,648	999.00	15,904	15,904	71,568
205	DISTRICT NO. 5	38,226,503	2,395.24	15,959	15,959	71,816
206	DISTRICT NO. 6	15,684,434	871.04	18,007	18,007	81,032
207	DISTRICT NO. 7	16,345,712	1,064.88	15,350	15,350	69,075
208	DISTRICT NO. 8	23,633,521	1,828.00	12,929	12,929	58,181
209	DISTRICT NO. 9	19,987,738	1,084.96	18,423	18,423	82,904
210	DISTRICT NO. 10	34,482,826	2,624.16	13,141	13,141	59,135
211	DISTRICT NO. 11	6,232,841	322.86	19,305	19,305	86,873
212	DISTRICT NO. 12	19,926,749	762.39	26,137	26,137	117,617
213	DISTRICT NO. 13	32,799,234	1,909.56	17,176	17,176	77,292
214	DISTRICT NO. 14	28,708,492	1,644.68	17,455	17,455	78,548
215	DISTRICT NO. 15	59,103,876	4,035.83	14,645	14,645	65,903
216	DISTRICT NO. 16	33,224,895	2,371.40	14,011	14,011	63,050
217	DISTRICT NO. 17	34,679,444	2,301.25	15,070	15,070	67,815
218	DISTRICT NO. 18	26,061,071	1,439.53	18,104	18,104	81,468
219	DISTRICT NO. 19	16,121,856	1,030.00	15,652	15,652	70,434
		8,169,070,409	537,586.84	2,611,049.00	2,611,049	11,749,765



STATE OF CONNECTICUT

STATE DEPARTMENT OF EDUCATION



TO: Superintendents of Schools
School Business Officials
Town Finance Officers

FROM: Kathy Demsey *Kathy Demsey*
Chief Financial Officer

DATE: February 2, 2015

SUBJECT: 2014-15 Education Revenue Update

On November 14, 2014, we provided districts with preliminary 2014-15 revenue information for the Education Cost Sharing (ECS), Public and Nonpublic Transportation, Adult Education and Health Services grants.

We now have updated information for these grants reflecting school districts' 2013-14 audited expenditures, as well as prior year adjustments. Please refer to our Web site to access your revenue information:

<http://www.csde.state.ct.us/public/dgm/grantreports1/RevEstSelect.aspx>

For your information, we have included a summary concerning the impact of the grant caps. This year, depending on the grant, the caps are negatively impacting revenue by as much as 71 percent.

Although the audits have been submitted, several post-audit issues remain. Therefore, many of these figures are still preliminary and subject to change. We will notify you in April of your final revenues.

In addition, you will now find revenue estimates for the Excess Costs grant. The February entitlements are based on data provided by your district in early December on the Special Education Excess Cost Data Application (formally SEDAC-G). Since this is a capped entitlement grant, your district's entitlement is affected by what other districts file. Final entitlements will be available in April. **Please note that statewide, districts' December 1 filing for the Excess Cost grant are lower than expected. While the capped percentage is currently at 14 percent, we anticipate this percentage to increase to approximately 20 to 22 percent. If this happens, your May payment will be adjusted to stay within the state appropriation. Please be aware of this when estimating your Excess Cost revenue for the current year.**

Estimates of state aid to municipalities were provided through the Office of Policy and Management (OPM) in August 2014. With regards to current year's revenue, we strongly recommend that you refer to the above Web site for the most current information. All of the pertinent factors that comprise actual revenue were not available when OPM originally published the estimates.

If you have any questions, please contact Kevin Chambers at kevin.chambers@ct.gov or 860-713-6455.

KD:kcs

2014-15 Revenues For Selected State Grants**District: 134-Stafford****Education Cost Sharing (ECS) Grant:**

1. 2014-15 ECS Entitlement	9,958,369
2. 2013-14 ECS Prior Year Adjustment	Not Applicable
3. 2013-14 Excess Costs Grant Prior Year Adjustment	-20,224
4. 2014-15 ECS Revenue (Sum of Items 1 thru 3)	9,938,145

Transportation Grant:

1. 2014-15 Public Transportation Entitlement	207,829
2. 2013-14 Public Transportation Prior Year Adjustment	0
3. 2014-15 Public Transportation Revenue (Sum of Items 1 thru 2)	207,829
4. 2014-15 Nonpublic Transportation Entitlement	27,017
5. 2013-14 Nonpublic Transportation Prior Year Adjustment	0
6. 2014-15 Nonpublic Transportation Revenue (Sum of Items 4 thru 5)	27,017

Excess Costs Grant

Grant Type I	323,461
Grant Type II	15,182
Grant Type 3A	0
Grant Type IV	0
Grant Type 3B	0

Adult Education Grant:

1. 2014-15 Adult Education Entitlement	25,294
2. 2013-14 Adult Education Prior Year Adjustment	40
3. 2014-15 Adult Education Revenue (Sum of Items 1 thru 2)	25,334

Health Services Grant:

1. 2014-15 Health Services Entitlement	18,524
2. 2013-14 Health Services Prior Year Adjustment	188
3. 2014-15 Health Services Revenue (Sum of Items 1 thru 2)	18,712

**Summary of 2014-15 Grant Cap Impact
on Public and Nonpublic Transportation,
Adult Education and Health Services**

**Note: These figures reflect entitlements
and may not match the revenue figures provided on the previous page**

District: 134-Stafford

	Uncapped Entitlement	Capped Entitlement	Entitlement Impact	Percent Impact
Public Transportation	723,502	207,829	-515,673	-71.27
Nonpublic Transportation	31,931	27,017	-4,914	-15.39
Adult Education	27,599	25,294	-2,305	-8.35
Health Services	26,846	18,524	-8,322	-31.00
Grant Type I	374,725	323,461	-51,264	-13.68
Grant Type II	17,588	15,182	-2,406	-13.68
Grant Type 3A	0	0	0	0.00
Grant Type IV	0	0	0	0.00
Grant Type 3B	0	0	0	0.00

*** Explanation of Grant Types:**

I (C.G.S. 10-76g(b)) - District initiated placements whose cost of special education, related services and room & board exceed 4.5 times the previous year's Net Current Expenditures per Pupil (NCEP).

II (C.G.S. 10-76d(e)(2)) - State agency initiated placements whose cost of special education and related services exceed the previous year's NCEP.

IIIA (C.G.S. 10-76d(e)(3)) - State agency initiated placements who reside on state-owned or leased property or in permanent family residences. Their costs of education and related services are reimbursed in full by the state in the current year.

IV (C.G.S. 10-253(b)) - State agency initiated placements of regular education children in private residential facilities whose costs of regular education and related services exceed the previous year's NCEP.

IIIB (C.G.S. 10-76g(a)(2)) - 100% funding for districts who provide special education to no-nexus children either residing in DCF facilities or placed by a state agency in a private residential facility.



District Reference Groups (DRGs) Formerly Educational Reference Groups (ERGs)

June 2006

Since 1996, the Connecticut State Department of Education has divided school districts into nine groups called Educational Reference Groups.ⁱ These nine groups are determined according to socio-economic status and other factors. The nine groups, labeled A through I, were recently reclassified District Reference Groups (DRGs) using updated data but the *same formula*.ⁱⁱ

Seven data indicators are used to classify similar districts into a DRG: three indicators of socioeconomic status (median family income¹, parental education¹ and parental occupation¹), three indicators of need (percentage of children living in families with a single parent¹, the percentage of public school children eligible to receive free or reduced-price meals² and percentage of children whose families speak a language other than English at home²) and enrollment (the number of students attending schools in that district²).ⁱⁱⁱ

The most affluent and low-need districts, as measured by these indicators, are grouped in DRG A while the poorest and highest need districts – including Connecticut's five biggest cities – are grouped in DRG I. Following this new re-classification, many of the 169 school districts are in the DRG that corresponds to their former ERG classification (where DRGs A, B, C through I correspond respectively to ERGs A, B, C through I). Twenty-seven districts were reclassified into less affluent, higher need DRGs than their former ERGs, and 23 were reclassified into more affluent, lower need DRGs than their former ERGs.^{iv}

The composition of some reference groups changed little as a result of this new classification. DRG I comprises the seven districts that made up ERG I and includes no districts previously classified in other ERGs. Seventeen of the nineteen districts formerly in ERG B are now classified in DRG B. Nine of the twelve districts previously classified in ERG A are now classified in DRG A.

The composition of groups F and G changed most dramatically after the June 2006 re-classification. Only three districts that had been classified in ERG G remain in DRG G and only five former ERG F districts remain in DRG F. The table above indicates the number of districts in each (former) ERG, in each DRG and the number re-classified into the same reference group it was in before. The table on the reverse of this fact sheet indicates each district's previous and new classification.

Reference Group	# of Districts in former ERG	# of Districts in current DRG	# of Districts in common
A	12	9	9
B	19	21	17
C	38	30	26
D	21	24	16
E	25	34	22
F	16	17	5
G	15	15	3
H	13	9	9
I	7	7	7

ⁱ Since the late 1970s, the Department has used Census and other data to classify districts, first in six groups and later seven.

ⁱⁱ Educational Reference Groups were designated using 1990 Census data while the new District Reference Groups were determined using 2000 Census data as well as updated enrollment data and a new indicator of poverty.

ⁱⁱⁱ The socioeconomic status and need data describe the resident population of the school district, which may not be the same population the district serves.

^{iv} It is important to note that districts are categorized relative to other districts using a statistical model, not according to absolute measures of socioeconomic status, need or enrollment, and that changes in DRG designation may reflect this relative status rather than a change in the data indicators.

1. Based on National Center for Educational Statistics census data from 2000 Census. 2. Based on Public School Information System.

ERG and DRG Comparison

Town	ERG	DRG	Change
Andover	C	C	—
Ansonia	H	H	—
Ashford	E	E	—
Avon	A	B	▼
Barkhamsted	C	C	—
Beacon Falls	Regional #16		
Berlin	D	D	—
Bethany	C	C	—
Bethel	B	D	▼
Bethlehem	Regional #14		
Bloomfield	F	G	▼
Bolton	C	C	—
Bozrah	C	E	▼
Branford	D	D	—
Bridgeport	I	I	—
Bridgewater	Regional #12		
Bristol	H	G	▲
Brookfield	B	B	—
Brooklyn	E	E	—
Burlington	Regional #10		
Canaan	E	E	—
Canterbury	E	F	▼
Canton	C	C	—
Chaplin	G	E	▲
Cheshire	B	B	—
Chester	E	E	—
Clinton	D	D	—
Colchester	D	D	—
Colebrook	E	E	—
Columbia	D	C	▲
Cornwall	C	C	—
Coventry	E	E	—
Cromwell	E	D	▲
Danbury	H	H	—
Darien	A	A	—
Deep River	C	E	▼
Derby	H	H	—
Durham	Regional #13		
East Granby	C	D	▼
East Haddam	E	E	—
East Hampton	D	D	—
East Hartford	H	H	—
East Haven	G	G	—
East Lyme	D	D	—
East Windsor	G	F	▲
Eastford	E	E	—
Easton	A	A	—
Ellington	C	C	—
Enfield	F	F	—
Essex	C	C	—
Fairfield	B	B	—
Farmington	B	B	—
Franklin	E	E	—
Glastonbury	B	B	—
Goshen	Regional #6		
Granby	B	B	—
Greenwich	B	B	—
Griswold	G	F	▲
Groton	F	G	▼
Guilford	B	B	—
Haddam	Regional #17		
Hamden	D	G	▼
Hampton	E	E	—

Town	ERG	DRG	Change
Hartford	I	I	—
Hartland	E	E	—
Harwinton	Regional #10		
Hebron	C	C	—
Kent	E	E	—
Killingly	H	G	▲
Killingworth	Regional #17		
Lebanon	E	E	—
Ledyard	C	D	▼
Lisbon	E	E	—
Litchfield	C	E	▼
Lyme	Regional #18		
Madison	B	B	—
Manchester	F	G	▼
Mansfield	C	C	—
Marlborough	B	C	▼
Meriden	H	H	—
Middlebury	Regional #15		
Middlefield	Regional #13		
Middletown	H	G	▲
Milford	F	D	▲
Monroe	B	B	—
Montville	F	F	—
Morris	Regional #6		
Naugatuck	F	G	▼
New Britain	I	I	—
New Canaan	A	A	—
New Fairfield	B	B	—
New Hartford	C	C	—
New Haven	I	I	—
New London	I	I	—
New Milford	D	D	—
Newington	D	D	—
Newtown	B	B	—
Norfolk	E	E	—
North Branford	D	E	▼
North Canaan	G	F	—
North Haven	D	D	—
North Stonington	E	E	—
Norwalk	H	H	—
Norwich	H	H	—
Old Lyme	Regional #18		
Old Saybrook	D	D	—
Orange	B	B	—
Oxford	C	C	—
Plainfield	G	G	—
Plainville	G	F	▲
Plymouth	G	F	▲
Pomfret	C	C	—
Portland	E	E	—
Preston	C	E	▼
Prospect	Regional #16		
Putnam	H	G	▲
Redding	A	A	—
Ridgefield	A	A	—
Rocky Hill	D	D	—
Roxbury	Regional #12		
Salem	C	C	—
Salisbury	C	E	▼
Scotland	E	E	—
Seymour	F	F	—
Sharon	E	E	—
Shelton	D	D	—

Town	ERG	DRG	Change
Sherman	C	C	—
Simsbury	A	B	▼
Somers	C	C	—
South Windsor	B	B	—
Southbury	Regional #15		
Southington	D	D	—
Sprague	G	F	▲
Stafford	G	F	▲
Stamford	H	H	—
Sterling	G	F	▲
Stonington	F	D	▲
Stratford	F	G	▼
Suffield	C	C	—
Thomaston	G	E	▲
Thompson	G	F	▲
Tolland	D	C	▲
Torrington	F	G	▼
Trumbull	B	B	—
Union	E	E	—
Vernon	F	G	▼
Voluntown	G	F	▲
Wallingford	F	D	▲
Warren	Regional #6		
Washington	Regional #12		
Waterbury	I	I	—
Waterford	F	D	▲
Watertown	D	D	—
West Hartford	B	B	—
West Haven	H	H	—
Westbrook	C	E	▼
Weston	A	A	—
Westport	A	A	—
Wethersfield	D	D	—
Willington	C	E	▼
Wilton	A	A	—
Winchester	G	G	—
Windham	I	I	—
Windsor	D	D	—
Windsor Locks	F	F	—
Wolcott	F	F	—
Woodbridge	A	B	▼
Woodbury	Regional #14		
Woodstock	C	E	▼

Regional District	ERG	DRG	Change
1	E	E	—
4	C	C	—
5	B	B	—
6	C	E	▼
7	C	C	—
8	C	C	—
9	A	A	—
10	C	C	—
11	E	F	▼
12	D	C	▲
13	C	C	—
14	C	C	—
15	C	B	▲
16	E	E	—
17	C	C	—
18	C	C	—
19	C	C	—

▲ Changed to More Affluent/Lower Need Reference Group
▼ Changed to Less Affluent/Higher Need Reference Group
— No Change

Note: Some towns that belong to regional districts are also assigned a reference group (e.g. Canaan, which is in regional district 1).

Appendix A

District Reference Groups (DRG)

Group A				
035 DARIEN 046 EASTON	090 NEW CANAAN 117 REDDING	118 RIDGEFIELD 157 WESTON	158 WESTPORT 161 WILTON	209 DISTRICT NO. 9
Group B				
004 AVON 018 BROOKFIELD 025 CHESHIRE 051 FAIRFIELD 052 FARMINGTON	054 GLASTONBURY 056 GRANBY 057 GREENWICH 060 GUILFORD	076 MADISON 085 MONROE 091 NEW FAIRFIELD 097 NEWTOWN	107 ORANGE 128 SIMSBURY 132 SOUTH WINDSOR 144 TRUMBULL	155 WEST HARTFORD 167 WOODBRIDGE 205 DISTRICT NO. 5 215 DISTRICT NO. 15
Group C				
001 ANDOVER 005 BARKHAMSTED 008 BETHANY 012 BOLTON 023 CANTON 030 COLUMBIA	031 CORNWALL 048 ELLINGTON 050 ESSEX 067 HEBRON 078 MANSFIELD 079 MARLBOROUGH	092 NEW HARTFORD 108 OXFORD 112 POMFRET 121 SALEM 127 SHERMAN 129 SOMERS	139 SUFFIELD 142 TOLLAND 204 DISTRICT NO. 4 207 DISTRICT NO. 7 208 DISTRICT NO. 8 210 DISTRICT NO. 10	212 DISTRICT NO. 12 213 DISTRICT NO. 13 214 DISTRICT NO. 14 217 DISTRICT NO. 17 218 DISTRICT NO. 18 219 DISTRICT NO. 19
Group D				
007 BERLIN 009 BETHEL 014 BRANFORD 027 CLINTON 028 COLCHESTER	033 CROMWELL 040 EAST GRANBY 042 EAST HAMPTON 045 EAST LYME 072 LEDYARD	084 MILFORD 094 NEWINGTON 096 NEW MILFORD 101 NORTH HAVEN 106 OLD SAYBROOK	119 ROCKY HILL 126 SHELTON 131 SOUTHTON 137 STONINGTON 148 WALLINGFORD	152 WATERFORD 153 WATERTOWN 159 WETHERSFIELD 164 WINDSOR
Group E				
003 ASHFORD 013 BOZRAH 019 BROOKLYN 021 CANAAN 024 CHAPLIN 026 CHESTER 029 COLEBROOK	032 COVENTRY 036 DEEP RIVER 039 EASTFORD 041 EAST HADDAM 053 FRANKLIN 063 HAMPTON 065 HARTLAND	068 KENT 071 LEBANON 073 LISBON 074 LITCHFIELD 098 NORFOLK 099 NORTH BRANFORD 102 NORTH STONINGTON	113 PORTLAND 114 PRESTON 122 SALISBURY 123 SCOTLAND 125 SHARON 140 THOMASTON 145 UNION	154 WESTBROOK 160 WILLINGTON 169 WOODSTOCK 201 DISTRICT NO. 1 206 DISTRICT NO. 6 216 DISTRICT NO. 16 903 WOODSTOCK ACADEMY
Group F				
022 CANTERBURY 047 EAST WINDSOR 049 ENFIELD 058 GRISWOLD	086 MONTVILLE 100 NORTH CANAAN 110 PLAINVILLE	111 PLYMOUTH 124 SEYMOUR 133 SPRAGUE	134 STAFFORD 136 STERLING 141 THOMPSON	147 VOLUNTOWN 165 WINDSOR LOCKS 166 WOLCOTT 211 DISTRICT NO. 11
Group G				
011 BLOOMFIELD 017 BRISTOL 044 EAST HAVEN 059 GROTON	062 HAMDEN 069 KILLINGLY 077 MANCHESTER	083 MIDDLETOWN 088 NAUGATUCK 109 PLAINFIELD	116 PUTNAM 138 STRATFORD 143 TORRINGTON	146 VERNON 162 WINCHESTER 901 NORWICH FREE ACAD. 902 GILBERT SCHOOL
Group H				
002 ANSONIA 034 DANBURY	037 DERBY 043 EAST HARTFORD	080 MERIDEN 103 NORWALK	104 NORWICH 135 STAMFORD	156 WEST HAVEN
Group I				
015 BRIDGEPORT 064 HARTFORD	089 NEW BRITAIN	093 NEW HAVEN	095 NEW LONDON	151 WATERBURY 163 WINDHAM

STAFFORD PUBLIC SCHOOLS
2014-2015
ENROLLMENT REPORT
ENROLLMENT AS OF: WEDNESDAY, OCTOBER 1, 2014
DISTRICT

GRADE	Pre-K-3	Pre-K-4	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTALS
Sville Males	4	19	28	31												82
Sville Females	10	16	24	30												80
WS Males	10	23	39	31												103
WS Females	5	12	28	28												73
												TOTAL Pre K through 1				338
Males	14	42	67	62	52	71	68	63	60	69	59	35	65	51	34	
Females	15	28	52	58	55	71	53	39	57	53	57	62	56	60	58	
Total Enrollment	29	70	119	120	107	142	121	102	117	122	116	97	121	111	92	1586

ACTUAL ENROLLMENT

	<u>2014</u>	<u>2013</u>	<u>2012</u>	<u>2011</u>	<u>2010</u>	<u>2009</u>	<u>2008</u>
PRE-K3-GRADE 1	338	325	376	402	378	372	383
PK3 -PK4	99	100	133	137			
K-GRADE 1	239	225	243	265	241	236	248
GRADES 2-5	472	483	480	498	503	524	549
GRADES 6-8	355	346	385	408	417	411	427
GRADES 9-13	416	480	486	522	565	548	559
UNION STUDENTS	5	10	13	15	12	15	15
TOTALS	1586	1634	1727	1830	1863	1855	1918

8-Oct-14

Stafford, CT Historical Enrollment

School District: **Stafford, CT**

11/10/2014

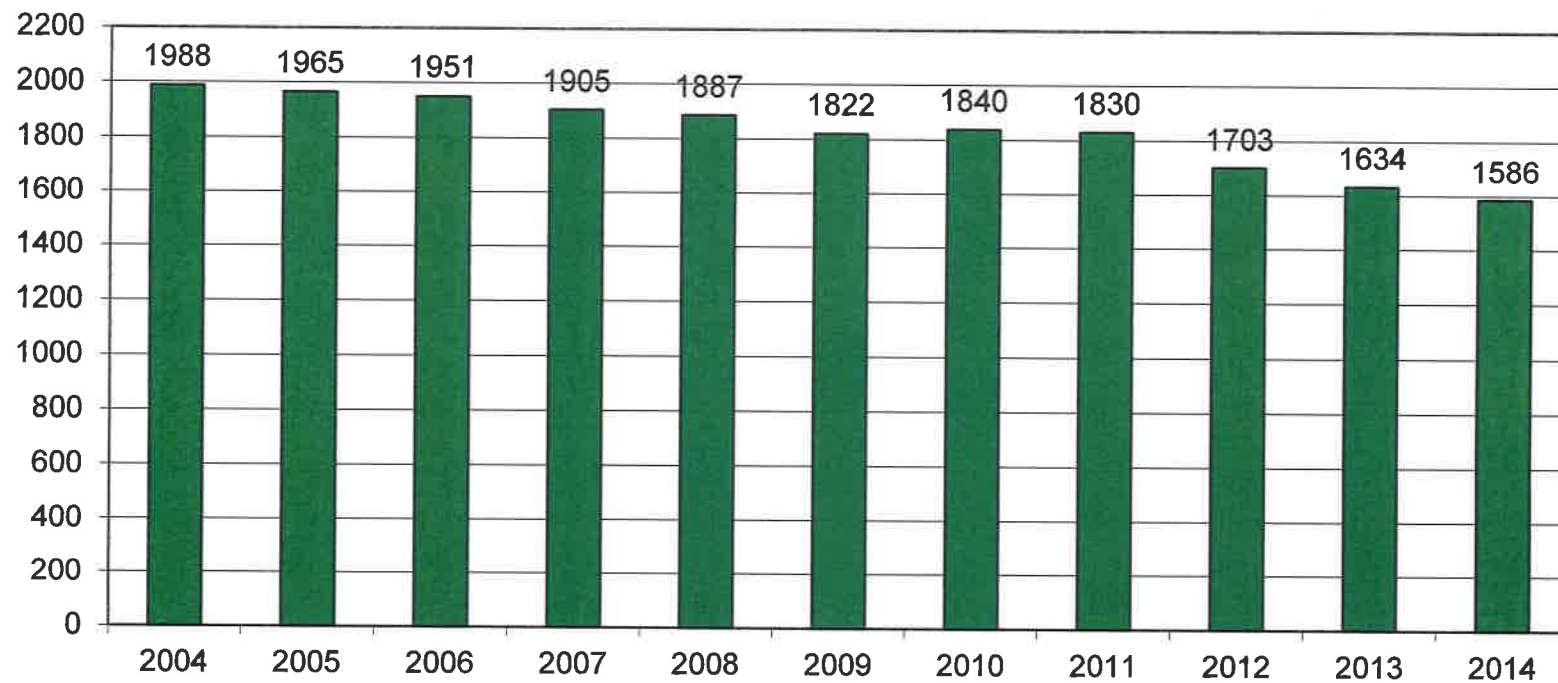
Historical Enrollment By Grade																			
Birth Year	Births	School Year	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	UNGR	K-12	PK-12
1999	125	2004-05	115	146	135	119	150	152	159	148	143	171	161	147	124	118	0	1873	1988
2000	121	2005-06	123	101	153	139	119	149	155	164	153	151	186	122	135	115	0	1842	1965
2001	140	2006-07	145	127	105	153	145	119	151	150	160	152	149	164	101	130	0	1806	1951
2002	107	2007-08	138	122	121	102	158	145	121	153	161	163	164	124	131	102	0	1767	1905
2003	137	2008-09	135	121	127	131	112	160	146	120	151	153	160	145	101	125	0	1752	1887
2004	120	2009-10	136	111	125	130	124	111	158	140	118	149	151	142	128	99	0	1686	1822
2005	132	2010-11	137	124	117	124	134	132	112	156	143	117	154	133	134	123	0	1703	1840
2006	141	2011-12	137	133	132	115	123	130	130	111	155	142	115	149	123	135	0	1693	1830
2007	121	2012-13	133	104	139	128	109	115	125	123	101	159	127	100	134	106	0	1570	1703
2008	123	2013-14	100	123	102	135	124	103	121	127	111	108	125	124	94	134	3	1534	1634
2009	127	2014-15	99	119	120	107	142	121	102	117	122	116	97	121	111	92	0	1487	1586

Historical Enrollment in Grade Combinations									
Year	PK-K	PK-1	1-4	5-7	8-12	6-8	7-8	7-12	9-12
2004-05	261	396	556	450	721	462	314	864	550
2005-06	224	377	560	472	709	468	304	862	558
2006-07	272	377	522	461	696	462	312	856	544
2007-08	260	381	526	435	684	477	324	845	521
2008-09	256	383	530	417	684	424	304	835	531
2009-10	247	372	490	416	669	407	267	787	520
2010-11	261	378	507	411	661	416	260	804	544
2011-12	270	402	500	396	664	408	297	819	522
2012-13	237	376	491	349	626	383	260	727	467
2013-14	223	325	464	359	585	346	219	696	477
2014-15	218	338	490	341	537	355	238	659	421

Historical Percentage Changes			
Year	K-12	Diff.	%
2004-05	1873	0	0.0%
2005-06	1842	-31	-1.7%
2006-07	1806	-36	-2.0%
2007-08	1767	-39	-2.2%
2008-09	1752	-15	-0.8%
2009-10	1686	-66	-3.8%
2010-11	1703	17	1.0%
2011-12	1693	-10	-0.6%
2012-13	1570	-123	-7.3%
2013-14	1534	-36	-2.3%
2014-15	1487	-47	-3.1%
Change		-386	-20.6%

Stafford, CT Historical Enrollment

PK-12, 2004-2014



Stafford, CT Projected Enrollment

School District: **Stafford, CT**

11/10/2014

Enrollment Projections By Grade*																				
Birth Year	Births		School Year	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	UNGR	K-12	PK-12
2009	127		2014-15	99	119	120	107	142	121	102	117	122	116	97	121	111	92	0	1487	1586
2010	109		2015-16	101	102	119	120	106	135	121	100	109	128	101	91	110	105	0	1447	1548
2011	110		2016-17	103	103	102	119	119	101	135	118	93	114	111	95	83	105	0	1398	1501
2012	95		2017-18	105	89	103	102	118	113	101	132	110	97	99	104	87	79	0	1334	1439
2013	113	(est.)	2018-19	107	105	89	103	101	112	113	99	123	115	84	93	95	83	0	1315	1422
2014	111	(est.)	2019-20	109	103	105	89	102	96	112	110	92	129	100	79	85	90	0	1292	1401
2015	108	(est.)	2020-21	111	100	103	105	88	97	96	109	102	96	112	94	72	81	0	1255	1366
2016	107	(est.)	2021-22	113	100	100	103	104	84	97	94	101	107	84	105	86	68	0	1233	1346
2017	107	(est.)	2022-23	115	99	100	100	102	99	84	95	87	106	93	79	96	82	0	1222	1337
2018	109	(est.)	2023-24	117	102	99	100	99	97	99	82	88	91	92	87	72	91	0	1199	1316
2019	108	(est.)	2024-25	119	101	102	99	99	94	97	97	76	92	79	86	79	68	0	1169	1288

*Projections should be updated on an annual basis.

Based on an estimate of births

Based on children already born

Based on students already enrolled

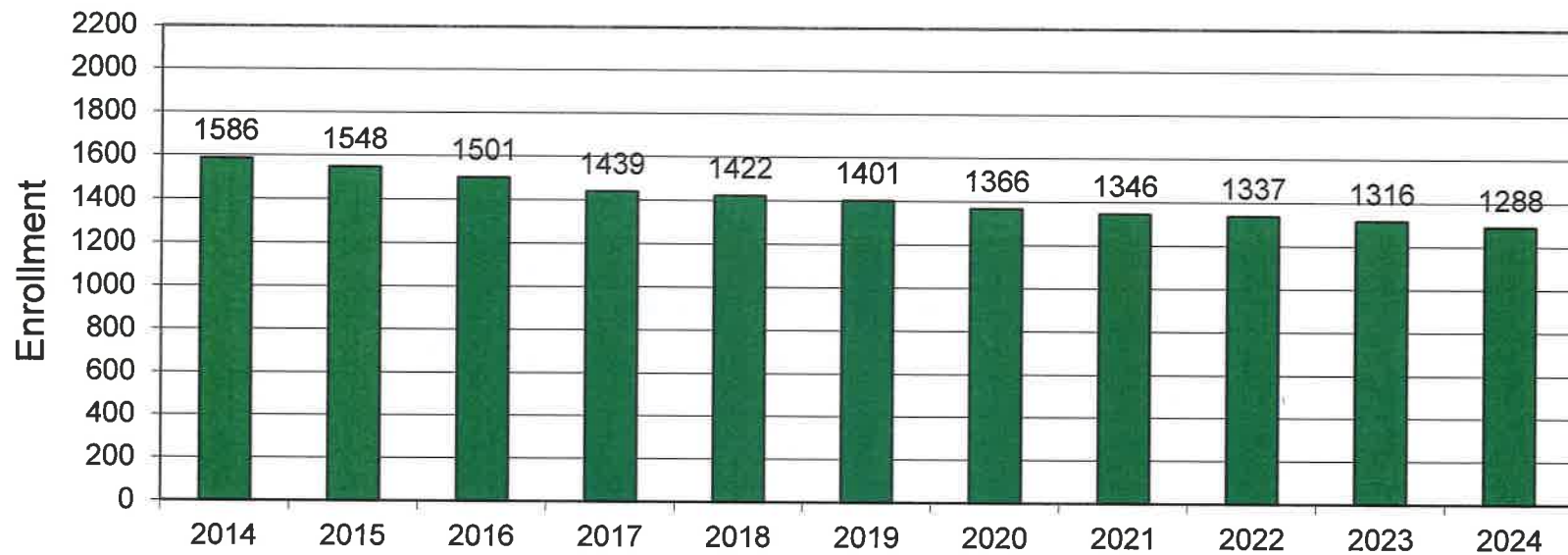
Projected Enrollment in Grade Combinations*									
Year	PK-K	PK-1	1-4	5-7	8-12	6-8	7-8	7-12	9-12
2014-15	218	338	490	341	537	355	238	659	421
2015-16	203	322	480	330	535	337	237	644	407
2016-17	206	308	441	346	508	325	207	601	394
2017-18	194	297	436	343	466	339	207	576	369
2018-19	212	301	405	335	470	337	238	593	355
2019-20	212	317	392	314	483	331	221	575	354
2020-21	211	314	393	307	455	307	198	557	359
2021-22	213	313	391	292	450	302	208	551	343
2022-23	214	314	401	266	456	288	193	543	350
2023-24	219	318	395	269	433	261	179	521	342
2024-25	220	322	394	270	404	265	168	480	312

See "Reliability of Enrollment Projections" section of accompanying letter.
Projections are more reliable for Years #1-5 in the future than for Years #6 and beyond.

Projected Percentage Changes			
Year	K-12	Diff.	%
2014-15	1487	0	0.0%
2015-16	1447	-40	-2.7%
2016-17	1398	-49	-3.4%
2017-18	1334	-64	-4.6%
2018-19	1315	-19	-1.4%
2019-20	1292	-23	-1.7%
2020-21	1255	-37	-2.9%
2021-22	1233	-22	-1.8%
2022-23	1222	-11	-0.9%
2023-24	1199	-23	-1.9%
2024-25	1169	-30	-2.5%
Change		-318	-21.4%

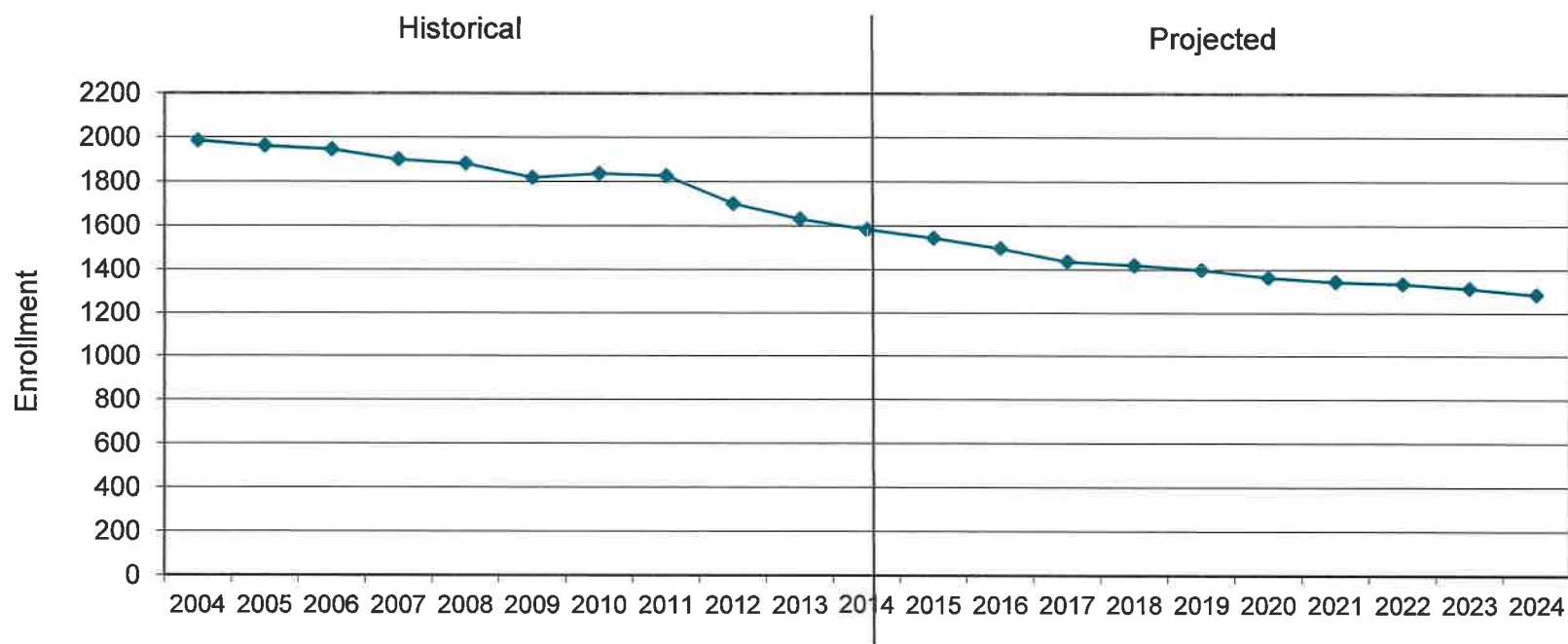
Stafford, CT Projected Enrollment

PK-12 TO 2024 Based On Data Through School Year 2014-15

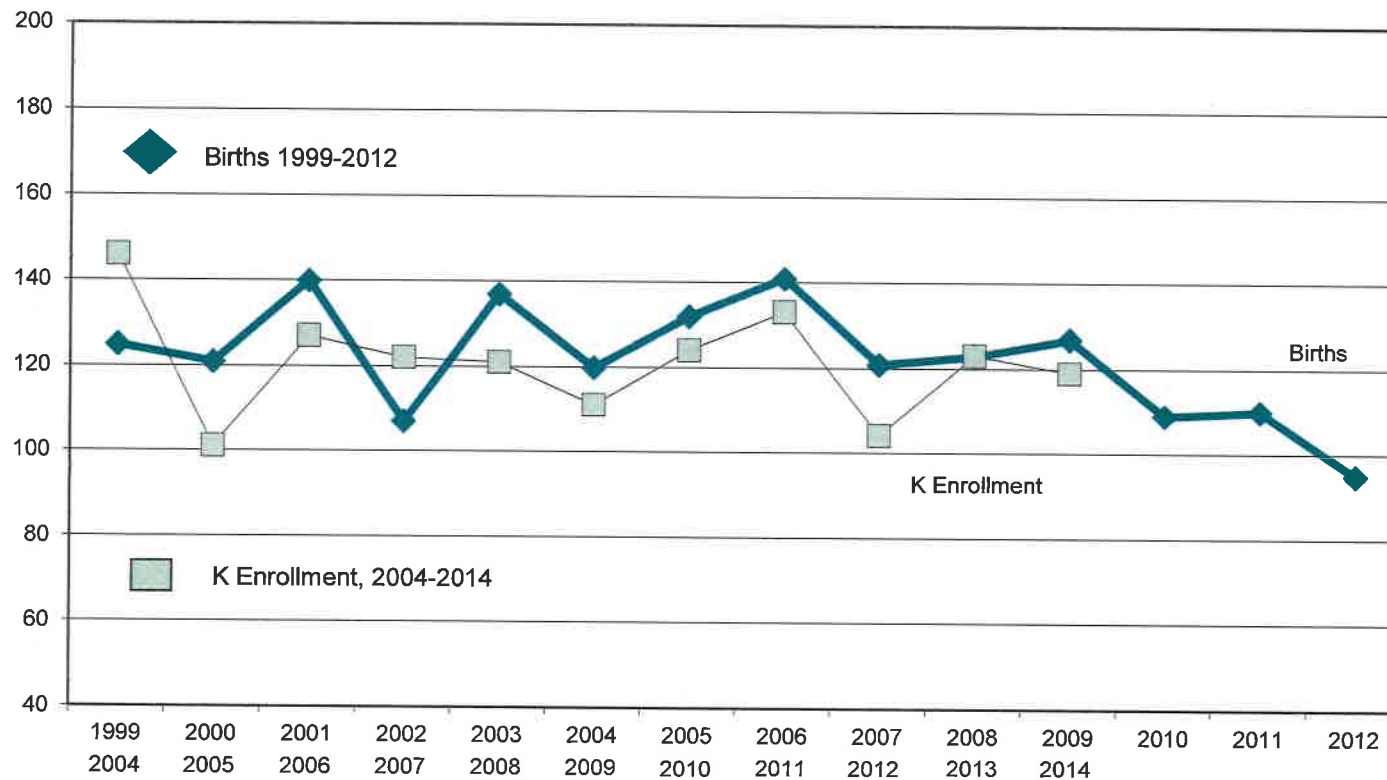


Stafford, CT Historical & Projected Enrollment

PK-12, 2004-2024



Stafford, CT Birth-to-Kindergarten Relationship



Stafford, CT Additional Data

Building Permits Issued		
Year	Single-Family	Multi-Units
2005	47	0
2010	12	0
2011	7	0
2012	8	0
2013	8	0
2014	n/a	0

Source: HUD and Building Department

Enrollment History		
Year	Voc-Tech 9-12 Total	Non-Public K-12 Total
2005-06	n/a	n/a
2010-11	n/a	n/a
2011-12	n/a	n/a
2012-13	90	59
2013-14	94	69
2014-15	83	66

Residents in Non-Public Independent and Parochial Schools (General Education)														
Enrollments as of Oct. 1	K	1	2	3	4	5	6	7	8	9	10	11	12	K-12 TOTAL
	7	6	7	6	2	6	2	4	5	5	3	7	6	66

K-12 Home-Schooled Students	
2014	96

K-12 Residents "Choiced-out" or in Charter or Magnet Schools	
2014	50

K-12 Special Education Outplaced Students	
2014	12

K-12 Choiced-In, Tuitioned-In, & Other Non-Residents	
2014	5

The above data were used to assist in the preparation of the enrollment projections. If additional demographic work is needed, please contact our office.

Stafford Public Schools – Mission and Belief Statements

The mission of the Stafford Public Schools is to prepare our students to assume productive, meaningful, and responsible roles in an increasingly competitive global society.

In pursuit of this Mission, we believe that:

- It is our obligation to support and challenge all students and staff to meet or exceed established standards of performance in a safe and secure environment.
- Assessment of all programs and instructional decisions will be based on research and data.
- An appreciation of self, work ethic, community, diversity, and citizenship is fundamental to the learning process.
- Creativity, joy in learning, and personal expression are essential to the development of a successful learner.
- Staff, families and the *entire* community must work together to be accountable for the present and future success of the students in the Stafford Public Schools.

Stafford Public Schools Strategic Goals

With Associated Components of Success

Update on Progress: May 7, 2012

1. Integrate core content knowledge with 21st Century essential skills needed for success in the 21st Century.

- The district will use best practice research to collaboratively and clearly identify a set of 21st Century essential skills needed for success in the 21st Century.
 - The district has adopted set of 21st century skills.
 - Staff regularly attends professional development activities based on Data Driven Decision Making, Curriculum & Instruction, Technology implementation & 21st century skills. Staff also receives updates through various curriculum team meetings.
 - Staff has been trained to utilize all components of the Mimio software and work with the Instructional Technology Specialist to develop lesson plans which incorporate technology, emphasizing “process” vs. “content”.
 - The 21st Century essential skills were posted on Teacher Resource page (district website) in March, 2012.
 - Teachers have been instructed to incorporate the use of 21st century skills regularly and are evaluated on such incorporation.
 - Teachers have worked collaboratively to design an appropriate school-wide rubric around 21st century skills.
 - The Learning Resources & Information Technology (LRIT) Committee has integrated Stafford 21st century skills into skills matrix and district Guaranteed Technology Experiences (GTEs) implementation
 - The Technology Skills matrix includes alignment of the International Society for Technology in Education-National Educational Technology (ISTE-NET) skills and focus areas of student proficiency after grade 2, grade 5, grade 8, and grade 12.
- Standards and clear methods of instruction and assessment will be identified, developed, and implemented for integrating these 21st Century essential skills across all grade levels and subject areas.
 - We are just in the beginning stages of curriculum integration- focus this year and for the near future will be on Common Core and the preparation for the 2015 implementation of Smarter Balanced Assessments.
 - Student Success Plans (SSP's) and Capstone templates from the Connecticut State Department of Education (CSDE) intentionally require the incorporation of college/career readiness and 21st century skills.
 - There is an increase in both vertical and horizontal planning and instruction through team and Professional Learning Community meetings, school-wide.
 - *Second Step* incorporates character development, listening and problem solving. Other evidence of this component includes DIBELS assessments, Lexia software, Student Island, and Odysseyware.

- Some staff has developed and utilizes a school-wide oral presentation rubric aligned with 21st century skills. Each teacher uses this rubric to assess student presentations.
- Teachers are beginning to incorporate Guaranteed Technology Experiences (GTEs) district wide.
- Resources will clearly support the integration of these skills into the instruction and assessment processes.
 - A software/hardware database has been developed & distributed to schools, and a professional development needs summary was developed to determine training needs. There is an increasing engagement in professional development to support essential 21st century skills instruction.
 - There is an increasing engagement and usage of computer technology in daily classroom instruction and research through the use of laptop carts, Mimio interactive whiteboards, student handheld assessment devices, and document cameras. Additionally, our newly-adopted elementary math program incorporates 21st Century essential skills.
 - Professional development is provided to teachers on a weekly basis through afterschool workshops, in class support, team meetings, and virtual sessions/webinars involving the integration of software and hardware in the curriculum.
 - Limitations in the area of technology integration (such as lack of wireless access, restrictions around access to particular educational sites, etc.) have affected progress.
 - Students frequently utilize multiple technologies to demonstrate their knowledge of 21st century skills (i.e. oral presentations with visual support such power point with embedded video, etc.).
 - Staff has begun to track progress monitoring data electronically via MyRti.

2. Systematically gather and analyze evidence of student performance to ensure continuous progress toward the goals of the educational program.

- Data will demonstrate increased student engagement in meaningful and relevant activities that promote acquisition of 21st Century essential skills.
 - Focus of technology in Common Core (English Language Arts, ELA) will assist in the integration. This year awareness concentrated on the progressions for ELA standards, including technology concepts.
 - Emphasis from new administrators will provide additional impetus and support.
 - The 8th grade technology assessment, which is taken annually, is aligned to ISTE NETS-S and shows evidence of growth in students' knowledge of digital citizenship, creativity and innovation, and technology operations and concepts.
 - Teachers are beginning to incorporate GTE's (Guaranteed Technology Experiences) district wide.
 - Data teams regularly review assessment scores (e.g. Benchmark assessments, Pre- and Post-assessments relative to after school Scientific Researched-Based Interventions (SRBI) programs, DIBELS, CTPAF). Grade one assessments and progress monitoring are in place for Language Arts (DIBELS, DRA, writing prompts, observation survey, Lexia assessments). Instruction follows Teaching Literacy Competence (TLC) reading intervention, Lexia inventory, phonics help. PreK uses the Connecticut Preschool Assessment Framework (CTPAF).

- Benchmark data is recorded, tracked and analyzed through MyRti, and is used to inform instruction. Data from benchmark assessments are used to form SRBI groups during reading and mathematics intervention periods, which supplement core instruction.
- Student engagement is an area in need of improvement as it relates to 21st century skills. Such skills are embedded into most assessments, but daily use of strategies to promote student engagement is not yet consistent throughout the high school program.
- Student performance data in key goal areas will be gathered, reported, analyzed and used for improving instructional practices.
 - There is some improvement in the coordination among existing systems for data collection to assess and analyze the application of 21st century essential skills.
 - Grade 8 assessment data presented to LRIT committee, analyzed areas of improvement and skills mastered and next steps were provided to administration.
 - Benchmark data is consistently disaggregated and analyzed for the purpose of improving instruction and learning during professional development; this data is shared on an on-going basis with the school community and is the topic of conversations at PLC meetings.
 - Afterschool SRBI data is disaggregated and analyzed through pre- and post-tests for the purpose of improving instruction and learning during Afterschool SRBI. All HS departments utilize CAPT practice data, drop-out and failure rate data to guide instruction and to assign SRBI interventions; utilize authentic CAPT data to guide instruction; and analyze SAT & PSAT data to assess academic programs.
 - The effective utilization of MyRti is used to drive instructional practices and identify areas of concern.
 - Currently exploring tools from *Naviance* and *College Board*.
- All students will achieve mastery of identified 21st Century essential skills.
 - We address age-appropriate items such as personal responsibility, character, cultural understanding and we work on projects and in groups. No changes have been made to our curriculum, but it already addresses many of the 21st Century skills (cultural projects, ethical behavior, personal responsibility). Responsive Classroom and Second Step address social skills development.
 - Priority curriculum areas are being revised to incorporate and/or identify the integration of essential 21st century skills.
 - Identified course offerings are being prioritized to align with the need for diversified learning methodologies and have begun to be embedded within the program of studies.
 - 21st Century skills are inconsistently implemented as a natural extension to teaching and learning on a daily basis through instruction.
 - PD opportunities are provided throughout the district to provide information on the vision and implementation of practices necessary for this goal.

3. Analyze and improve systems to promote effective communication and collaboration among and between administration, staff, students, parents, and community.

- Important information, initiatives, issues and events are systematically and clearly communicated to school staff, students, parents and the community.
 - Website information and format is updated and current; documents include Safe School Climate Plan, BOE meeting minutes, and Superintendent's updates and letters, to name a few.
 - Teachers regularly post student work/projects & progress reports online via Edline, and collaboration among classes outside of the district is occurring in various classrooms. Other information is shared via home-school journals, emails, newsletters, Principal's weekly emails, morning message boards, and through Family Resource Center (FRC) workshops and programs, and Parent Teacher Organizations (PTOs) & Partners in Education (P.I.E.) initiatives.
 - Professional development opportunities are provided to include increased availability of online related training/webinars at various times/dates; partnerships have been developed with other districts to support and expand upon Professional Learning Communities (PLCs).
 - Informational meetings are held at various times during the school year to inform stakeholders of school issues, events, etc.
- Community groups and town stakeholders are consistently engaged in meaningful collaboration with the district to promote informed decision making.
 - Information is provided on a timely basis via letters from the Superintendent (e.g. Storm Updates, Everbridge collaboration with Town, invitations to attend Budget Committee and Board of Education meetings, etc.) and from Principals. Other means of strategies to engage and communicate include the following: Monthly PTO/PIE meetings, Principal's Advisory Committee, Head Start Policy Committee, Family Fun Night activities, Preschool Steering Committee, and Board of Education meetings (via Public Forum). Specific protocols are in place to seek community involvement as stakeholders in the educational process.
 - Decisions are made, in some instances, with key stakeholder involvement and the district is planning to expand on these opportunities (e.g. Preschool Steering Committee).
 - The Stafford Early Education Council (SEEC) meets regularly to engage in meaningful collaboration with district & community members to promote informed decision-making concerning the students in the district. We are also involved in creating a night for community conversation about the needs of Stafford's children and creating a parent compact to improve home/school partnerships.

4. Analyze and improve accountability processes to ensure that all systems are aligned with the Mission and a core set of prioritized goals for learning and management.

- All systems indicators (student performance, personnel, budget, and facilities) for measurement are identified, analyzed and reported on a regular basis to ensure alignment and accountability for the stated goals of the district.
 - Staff has opportunities to discuss and analyze assessments and other means of measurement as well as to report (minimally, twice/year) on alignment to goals through the following forums: District-wide, faculty and committee meetings, curriculum teams, professional development opportunities, grade level meetings, and at Board of Education meetings.
 - Through the budget planning process, buildings/departments identify needs & priorities, which closely align with our School Improvement Plans (SIPs) and Department Goals.
 - Use of Common Core and other standards drive curriculum and instruction; textbook adoption processes are in place to ensure alignment with standards and the revision of the District Technology Plan ensures alignment with strategic plan.
 - There are existing assessment methods which communicate the status, growth, and future needs within the schools, but many of these are driven by national and State standards and standardized assessments that do not fully represent the essential 21st century skills valued by the community.
- District and school improvement plans will be directly tied to the data.
 - Faculty analyzes & reviews past year's goals during a professional development day at the end of the year and, again, upon receipt of CMT/CAPT results in early fall. Collaboratively, staff notes progress toward goals, discusses needs, and develops goals and progress indicators for the next school year. School Improvement Plans (SIPs) are developed based on this data.
 - There are currently integrated, ongoing and performance-based measurements and reporting data-based programs in each school; the systems identify, track, and correlate data so that staff may analyze and use it to make informed instructional decisions.
 - District goals are developed in conjunction with current district initiatives as a result of reflection with administration; School Improvement Plans (SIPs) and professional growth goals of certified staff are designed to be have measurable goals based on a variety of assessments and other data.

Goal One: Integrate core content knowledge with 21st Century essential skills needed for success in the 21st Century.

Component One: The district will use best practice research to collaboratively and clearly identify a set of 21st Century essential skills needed for success in the 21st Century.

I – Present State	II – Developing	III – Progressing	IV – Achieving
<ul style="list-style-type: none"> There is limited consensus on what are 21st Century essential skills. There is limited knowledge in some areas of the community of research available on 21st Century essential skills. 	<ul style="list-style-type: none"> There is a dialogue initiated across the Stafford community related to identifying and generating a consensus regarding 21st Century essential skills. Research is gathered on 21st Century essential skills and informs the discussion. 	<ul style="list-style-type: none"> An emerging consensus develops around a draft list of 21st Century essential skills. Teachers are conversant on current research about 21st Century essential skills and this research is being shared and disseminated. 	<ul style="list-style-type: none"> There is a clearly defined and agreed upon set of 21st Century essential skills. Most members of the community are conversant on current research about 21st Century essential skills for success.

Component Two: Standards and clear methods of instruction and assessment will be identified, developed, and implemented for integrating these 21st Century essential skills across all grade levels and subject areas.

I – Present State	II – Developing	III – Progressing	IV – Achieving
<ul style="list-style-type: none"> There is minimal common understanding of and agreement on best practices for teaching 21st Century essential skills. Few curriculum areas identify specific 21st Century essential skills. A systematic focus on developing and assessing 21st Century essential skills is lacking. 	<ul style="list-style-type: none"> There is an emerging common understanding and agreement on best practices for teaching 21st Century essential skills. Some curricula identify specific 21st Century essential skills. A systematic focus on developing and assessing 21st Century essential skills is developing. 	<ul style="list-style-type: none"> There is wide-spread alignment on the best practices for teaching 21st Century essential skills. Many curricula integrate 21st Century essential skills across content areas and grade levels. There is a system in place for ongoing development and assessment of 21st Century essential skills. 	<ul style="list-style-type: none"> There is District-wide alignment on the best practices for teaching 21st Century essential skills. Curriculum integrates 21st Century essential skills across content areas and grade levels. There is a system in place for ongoing development and assessment of 21st Century essential skills and that system is driving improvements in instruction and performance.

Component Three: Resources will clearly support the integration of these skills into the instruction and assessment processes.

I – Present State	II – Developing	III – Progressing	IV – Achieving
<ul style="list-style-type: none"> Current levels of demand, capacity, support, and professional learning for technology are sometimes aligned for optimal use but there is room for improvement. There is partial engagement in professional development to support essential 21st Century skills instruction. 	<ul style="list-style-type: none"> Current levels of demand, capacity, support, and professional learning for technology are more purposefully planned to be aligned for optimal use. There is increasing engagement in professional development to support essential 21st Century skills instruction. 	<ul style="list-style-type: none"> Alignment between capacity, support and professional learning is enabling technology to be effectively used to support instruction of 21st Century essential skills in many classrooms throughout the district. Most teachers are actively engaged in the professional development necessary to support essential 21st Century skills instruction. 	<ul style="list-style-type: none"> Technology is effectively used to support instruction of 21st Century essential skills when appropriate in all classrooms throughout the district. Teachers are actively engaged in the professional development necessary to support essential 21st Century skills instruction.

Goal Two: Systematically gather and analyze evidence of student performance to ensure continuous progress toward the goals of the educational program.

Component One: Data will demonstrate increased student engagement in meaningful and relevant activities that promote acquisition of 21st Century essential skills.

I – Present State	II – Developing	III – Progressing	IV - Achieving
<ul style="list-style-type: none"> Systems are either limited or in the beginning stages for the assessment of meaningful student engagement. There is limited coordination among existing systems for data collection to assess and analyze meaningful student engagement. 	<ul style="list-style-type: none"> Systems are designed for the assessment of meaningful student engagement. There is improving coordination among existing systems for data collection to assess and analyze meaningful student engagement. 	<ul style="list-style-type: none"> A district-wide system is being implemented to specifically assess and analyze meaningful student engagement. A display that communicates the system-wide occurrence of relevant and meaningful student engagement is being developed. There is a heightened dialogue among professional staff on the importance and nature of relevancy and meaningful student engagements. 	<ul style="list-style-type: none"> A district-wide system is in place to specifically assess and analyze meaningful student engagement. There is a display to measure system-wide occurrence of relevant and meaningful student engagement. The professional dialogue on the importance and nature of relevancy and student engagement is driving staff-led changes in instruction, professional development, assessment, and the development of curriculum resources.

Component Two: Student performance data in key goal areas (essential 21st Century skills) will be gathered, reported, analyzed and used for improving instructional practices.

I – Present State	II – Developing	III – Progressing	IV - Achieving
<ul style="list-style-type: none"> • Systems are either limited or lacking for the assessment of 21st Century essential skills. • There is limited coordination among existing systems for data collection to assess and analyze the application of 21st Century essential skills. 	<ul style="list-style-type: none"> • Systems are designed for the assessment of 21st Century essential skills. • There is improving coordination among existing systems for data collection to assess and analyze the application of 21st Century essential skills. 	<ul style="list-style-type: none"> • A district-wide system is being implemented to specifically assess and analyze the application of 21st Century essential skills. • A display to communicate system-wide competency of 21st Century essential skills is being developed. • There is a system being implemented gather, report, and analyze data and then to respond to trends in 21st Century essential skills performance (through instruction, professional development, assessment, and curriculum) 	<ul style="list-style-type: none"> • A district-wide system is in place to specifically assess and analyze the application of 21st Century essential skills. • There is a display to communicate system-wide competency of 21st Century essential skills. • There is a system in place to respond to trends in 21st Century essential skills performance (through instruction, professional development, assessment, and curriculum)

Component Three: All students will achieve mastery of identified 21st Century essential skills

I – Present State	II – Developing	III – Progressing	IV - Achieving
<ul style="list-style-type: none"> There are emerging efforts in place to reliably determine to what extent all students have acquired mastery of 21st Century essential skills needed for 21st Century success. 	<ul style="list-style-type: none"> 21st Century essential skills have been identified and there are high skill expectations for all students in the Stafford Public Schools. A comprehensive curriculum course review based on identified 21st Century essential skills and meeting the needs of all learners is implemented. 	<ul style="list-style-type: none"> There are high expectations tied to essential 21st Century skills for all students in the Stafford Public Schools. Priority curriculum areas are revised to incorporate and/or identify the integration of essential 21st Century skills. Identified course offerings have been prioritized to align with the needs for diversified learning methodologies and have begun to be embedded within the program of studies. There is data from the assessment system (Component Two) to inform instructional decision making and status of all students. 	<ul style="list-style-type: none"> There are high expectations tied to essential 21st Century skills for all students in the Stafford Public School, and there is data to suggest that they have been met. Students find or create multiple pathways to demonstrate their mastery of identified 21st Century essential skills. There is data from the assessment system (Component Two) to inform instruction and status of all students. There are support systems in place for those students who may not meet specific performance expectations. All students feel they have been positively challenged through their public school experiences.

Goal Three: Analyze and improve systems to promote effective communication and collaboration among and between administration, staff, students, parents, and community.

Component One: Important information, initiatives, issues and events are systematically and clearly communicated to school staff, students, parents and the community.

I – Present State	II – Developing	III – Progressing	IV - Achieving
<ul style="list-style-type: none"> Schools provide info/updates through print messages and via websites. School based emails are inconsistent. 	<ul style="list-style-type: none"> The website has easily accessible links. Community communication needs and preferred venues are identified. 	<ul style="list-style-type: none"> Website information and format is updated and current. More information relevant to classroom and school activities is made more consistently available in a timely fashion. Systems and information sharing are aligned. 	<ul style="list-style-type: none"> The website is user friendly/makes the information more comprehensive, phone communication is substantive and community attendance at events high. Committee and dept/grade level groups disseminate updates on decisions/progress immediately. Student performance is transparent and accessible 24/7.

Component Two: Community groups and town stakeholders are consistently engaged in meaningful collaboration with the district to promote informed decision making.

I – Present State	II – Developing	III – Progressing	IV - Achieving
<ul style="list-style-type: none"> Memos, emails, meetings provide information or articulate expectations, but there is a perceived need for improvement. Decisions frequently are made with key stakeholders involved. 	<ul style="list-style-type: none"> Information is provided on a timely basis. Protocols are established to identify individuals and/or groups who should participate. Decisions are frequently made with key stakeholder involvement, and the district is planning to expand these opportunities. 	<ul style="list-style-type: none"> Information is timely. Protocols are in place. More focused time is set aside to allow for full participation of stakeholders, and decisions are made with key stakeholder involvement. Stakeholders are identified and encouraged to attend prior to discussions/meetings being held. 	<ul style="list-style-type: none"> Information is timely. Committee and dept/grade level groups disseminate updates on decisions/progress. Protocols are in place and are effective. Stakeholders' input or opinion is considered and valued consistently and across the district.

Goal Four: Analyze and improve accountability processes to ensure that all systems are aligned with the Mission and a core set of prioritized goals for learning and management.

Component One: All systems indicators (student performance, personnel, budget, and facilities) for measurement are identified, analyzed and reported on a regular basis to ensure alignment and accountability for the stated goals of the district.

I – Present State	II – Developing	III – Progressing	IV - Achieving
<ul style="list-style-type: none"> There are existing assessment methods which communicate the status, growth, and future need within the schools but many of these are driven by national and state standards and standardized assessments that do not fully represent the essential 21st Century skills valued by the community. Existing methods articulate the associated goals, standards, performance criteria and assessment levels and results are reported through the Board of Education to the community to determine the effectiveness, educational value and success, and financial impact. Currently there is no consensus on what the general indicators of success for each display system are. 	<ul style="list-style-type: none"> There is a plan to move beyond national and state standards and standardized assessments to add local and reliable methods that are reflective of essential 21st Century skills valued by the community Existing methods articulate the associated goals, standards, performance criteria and assessment levels and results are reported through the Board of Education to the community to determine the effectiveness, educational value and success, and financial impact. There is a dialogue regarding what the general indicators of success for each display system might be. 	<ul style="list-style-type: none"> There are local and reliable methods that are reflective of local needs and values and these factors are being implemented for display implementation. Existing methods articulate the associated goals, standards, performance criteria and assessment levels and results are reported through the Board of Education to the community to determine the effectiveness, educational value and success, and financial impact. There is a consensus regarding what the general indicators of success for each display system might be. 	<ul style="list-style-type: none"> For each display system there are existing assessment methods to communicate the status, growth, and future need within the schools and are reflective of the community's values. These methods articulate the associated goals, standards, performance criteria and assessment levels reported through the Board of Education to the community to determine the effectiveness, educational value and success, and financial impact. There is consensus on what the general indicators of success for each display system are.

Component Two: District and school improvement plans will be directly tied to the core goals and Mission of the district.

I – Present State	II – Developing	III – Progressing	IV - Accomplishing
<ul style="list-style-type: none"> For the accountability methods that are currently in place, there is a great deal of data generated that may or may not be meaningful to our core mission or goals and is inconsistently communicated. 	<ul style="list-style-type: none"> For the accountability methods that are currently in place, there is a specific set of measures reflective of critical values and success that are meaningful to the district's core mission. School improvement plans begin to mirror the language of the strategic plan. 	<ul style="list-style-type: none"> There is an integrated and performance-based measurement and reporting data-based program in each critical system area. This system will identify, track and correlate all components within a display, and results can be used as identifiers of success for each sub system and the impact on the whole system. The results are periodically reported and communicated to the entire school community. Planning at the school and district level is tied to these indicators. 	<ul style="list-style-type: none"> There is an integrated and comprehensive performance-based measurement and reporting data-based program in each critical system area. This system identifies, tracks and correlates all components within each display, and results can be used as identifiers of success for each sub system and the impact the whole system. The results are frequently reported and communicated to the entire school community and are always available and accessible. Planning and data collection and usage have become completely integrated processes at both the school and district level.

**Stafford Public Schools
Accomplishments and Achievements
2013-2014 and 2014-2015**

School/District & Academic Program Awards & Achievements

- Recognized as the 3rd Best District by Independent Financial Organization, Nerdwallet.com, for “Best School Districts for the Buck in Connecticut”
- Demonstrated Compliance Standards with Federal Head Start Monitoring Protocol
- Participation in the Smarter Balanced Pilot Assessments and the Connecticut Common Core Practice Tests
- Implementation of New Science Technology Engineering Mathematics (STEM) Course at SHS: Research and Development [Multi-disciplinary (Technology & Physics) and project-based]
- Implementation of Video Game Development Course at SHS
- Development of Resource Link on District Homepage to Raise Awareness Among Students, Parents, and the Community about Expectations for Common Core Standards and the Smarter Balanced Assessments
- Implementation of Programs After School in Stafford (P.A.S.S.) at SES for the 7th Year
- Development and Full Implementation of New Educator Evaluation Plan for Teachers and Administrators per New CSDE Mandates and Guidelines
- Implementation of Talent Ed, Web-based Evaluation Software Program
- Implementation of Three-Year Technology Plan (2012- 2015)
- Curriculum Projects Completed for New Courses at SHS: Personal Finance, Unified Art, and Video Game Development
- Implementation of New Common Core-aligned Writing Program, Grades Kindergarten through 5 (Calkins Units of Study)
- Adoption of Two Textbooks at Stafford High School: AP Biology and Health
- Implementation of the new Bring Your Own Device (BYOD) Policy for Stafford High School
- Creation of Digital Folders on District’s Teacher Resource Drive for Professional Articles Related to Teacher Education and Mentoring (TEAM) Modules
- Continuation of the Development and Integration of High Quality Technology-rich Teaching and Learning: Web 2.0 tools, *Discovery Education’s* Video Streaming, *MimioVote* and *MimioView*, and Interactive Whiteboards
- Enrichment and Refinement of Scientific Research-based Interventions (SRBI) Efforts at All Schools
- Continuance of Partnership with Eastern Connecticut Science Consortium to Implement Inquiry-based Science Units, Grades 2- 5

Graduation Rates

- Four Year Graduation Rate of 95% (Increase of 24.63 Since 2010)
- Drop Out Rate of 2.9%

Post-Graduation Outcomes

- 34% of Graduates Enrolled in 4-year Post Secondary Institutions
- 36% of Graduates Enrolled in 2-year Post Secondary Institutions or other Post-Secondary Education
- 21% of Graduates Gainfully Employed
- 7% of Graduates Enrolled in the Military
- 2% of Graduates - Other

Connecticut Academic Performance Test (CAPT) Achievements

- Outperformed District Reference Group (DRG) F and State Averages in Science

Scholastic Assessment Test (SAT) Achievements

- Ranked 3rd of 17 District Reference Group (DRG) F in Critical Reading
- Ranked 2nd of 17 District Reference Group (DRG) F in Math
- Ranked 3rd of 17 District Reference Group (DRG) F in Writing
- Math Students Demonstrated Considerable Progress While State & National Scores Decreased Significantly

Connecticut Mastery Test (CMT) Achievements

- Continuation of the Trend of Increasing Performances as Students Progress through the Grades
- Grade 8 CMT Science (Spring 2014)
 - At or Above Goal – 84.3% (1st in DRG; 30th in State)
 - At or Above Proficient – 95.4% (1st in DRG; 23rd in State)
 - At Advanced Level – 25.9% (2nd in DRG; 46th in State)

Choral Performance & Related Awards

- Kindergarteners Participated in the Music & Art Department Collaboration of the Musical *Lemonade!*
- First Graders Participated in the Music & Art Department Collaboration of the Musical, *Big, Beautiful Planet*
- Stafford Elementary School Band 100% Student Retention Rate
- Stafford Middle School 8th Grade Band Marched with the High School Marching Band in the Big E Parade
- Members of the Stafford Middle School Band Performed with the Stafford High School Marching Band at Two Separate Home Football Games
- Music Department Hosted the Western Connecticut State University Jazz Orchestra
- SMS Stage & Select Choir, each earned 1st Place/Rating of Superior, Music Showcase Festival, Jackson, New Jersey
- Three (3) SMS Students Earned Outstanding Soloist Awards
- SMS Stage Choir Earned its 7th Overall Grand Vocal Championship Award
- SMS Stage Choir Earned its 4th Overall Grand Sweepstakes Championship Award
- Two Sold-Out Performances at the SMS Stage and Select Choirs
- Over 1000 people attended the SMS Musical, “Seussical, Jr.”- SMS Stage Door Players Performed “Seussical” for Students of Staffordville and West Stafford Schools

- Forty (40) SMS Students Selected by Audition to Participate in Stage & Select Choirs, Traveling Annually & Competing Nationally
- Eleven (11) SMS Students Selected by Audition for Eastern Regional Middle School Music Festival (Band & Chorus)
- One (1) SMS 6th Grade Student Selected to Participate in the Prestigious Hotchkiss Summer Music Portals Program for Middle School Students in Lakeville, CT
- Three (3) SMS Choral Students Participated in the “America’s Hometown Thanksgiving Parade” with the Westchester Brassmen Drum and Bugle Corps in Plymouth, MA
- SMS Stage and Select Choir Performed the National Anthem for the Springfield Falcons Professional Hockey Club
- SMS Stage and Select Choir Members Participated in a Master Class with Dr. Chris Shepard, World Renowned Choral Director
- SMS Music Teacher Brett Duchon Nominated for the Music Educator’s Grammy Award
- SMS Stage and Select Choir Donated Food to the Stafford Soup Kitchen
- SMS Stage and Select Choir Attended Performance of Les Miserables in NYC
- Thirty (30) Percent of Students Enrolled at SMS Participated in SMS Music and Theatre Programs
- Sixty (60) Students auditioned and are participating in the 2014-15 SMS Stage Door Players production of Disney’s “Aladdin”
- Secured Two World Famous Hip Pickles Drum Band Performances at Stafford Middle School
- Five SHS Students Accepted to be Part of the First Chair Honor Band Event in February 2015 at UCONN
- Three Successful SHS Performances (in Addition to Preview for Senior Citizens and SES Students) of “Singing in the Rain”
- SHS Students Directed Shows Performed for SES (Fall 2014, “Alice in Wonderland” and “The Little Princess”)
- Sizable (\$500) Monetary Donation from Music Department to SafeNet Ministries
- Eighth Graders Marched with SHS Band at Big E Mardi Gras Parade & Performed Together at Two Football Games
- Ten (10) SHS Students Selected through Competition to Participate in the All New England Music Festival, 2015
- 36 SHS Students Selected to Participate in the North Central Connecticut Conference (NCCC) Concert, Windsor Locks, 2014
- 14 SHS Students to Participate in the Real Men Sing Music Festival at UConn, 2015
- Four SHS Students Selected to be Members of the Windham Concert Band
- One SHS Student Member of Springfield Youth Symphony
- 14 SHS Students Inducted into International Thespian Society, 2014
- SHS Music Department Students Made & Donated 60 Blankets to the Cancer Center, Lawrence Memorial Hospital
- Multiple Student Musical Performances (Elementary through High School) Throughout the Town, State, and Region (Including West Point, Gillette’s Castle, Sturbridge Village, Big E, Wadsworth Museum, 29th Annual Coffee House, Two Fall Dinner Theaters, Madrigal Feaste, Annual Spring Performance, Thanksgiving Ecumenical, Carole Sing, Rotary, Lions, Italian Society, Avery Park, Public Library, Enfield Hospice, Nursing Homes, Senior Citizens, Cemeteries, and Parades etc.)

Visual Arts Performance & Related Achievements

- >350 Students, PK-12, Participated in Art Show at Stafford Public Library
- 40 Students Selected to Display Artwork, on a Rotating Basis, at the Pinney Building, Board of Education Meeting Room through June 2014
- Student Artwork Displayed at Stafford Fall Arts Festival, Hyde Park
- Student Artwork Published on *Artsonia* (PK-8th) and *Square One* (PK-5th) websites, through which Items May Be Purchased (e.g. Aprons, Ornaments, Mugs, Shirts, etc.)
- Staffordville Students Participated in Field Trip to UConn's Benton Art Museum
- One first grader won the 2014 Connecticut Higher Education Trust (CHET) Dream Big Contest for Tolland County
- Grade Eight Student's Artwork Published in the *Hartford Courant* and *Journal Inquirer*
- Eighth Grade Student Published on Yearbook Cover
- Six Students, Grades 6-8, Participated in Collaborative Mural Project
- SHS Unified Art Class for Credit: Student Artwork Featured on Special Olympics "Penguin Plunge" Note Cards/Establishing a "T-Shirt" Business to Commence in Spring 2015

Scholar-Athletes, All-Star Games & Tournament Participation and Awards

- Twelve (12) of 17 Sports Teams Participated in the State Tournament
- School Scholar-Athlete Award Recipients (175+) High Honor/Honor Roll
- Baseball and Softball Ranked in Top 5 of Class S State Tournament
- Invitation to Attend Unified Leadership Conference
- Girls Field Hockey Raised >\$3,000 in Annual "Play for the Cure" Event
- Boys Basketball, Hale Ray Christmas Basketball Tournament Champions, 3rd Consecutive Year
- First Annual Unified Basketball Tournament (with SHS Band, DJ and Refreshments)
- Unified Basketball Ice Cream Social with League Team
- Participated in Unified Olympics at Woodstock Academy
- Stafford Invited to Youth Summit at Wesleyan University
- Multiple All-Conference, All-State Athlete and All-State Academic Award Winners
- Multiple Student Athletes Invited to Participate in All-Star Competitions
- High Percentage of Students Participate in Middle/High School Athletic Programs

Health Services Achievements

- School Nurses Documented 27,661 Visits to Health Office
- Of the 27,661 Visits, 97.4% Return Rate to Classroom
- Audiological, Vision, Weight, Height, and Scoliosis Screenings Totaled 4,354
- Secured Lead Poisoning Prevention Grant to Provide Educational Program for Parents, Physicians & Staff
- Managed/Co-managed with Physician/Mental Health Colleagues 550 Students with Medical/Mental Health Conditions on "Alert" List
- Administered 8,549 Medications or Treatments Totalling an Estimated 712 Hours of Care

Board of Education & Staff Awards and Nominations

- First Recipient of the “Legends of Literacy” Award Presented by MyOn Reader and the International Reading Association to Mrs. Janice Gowdy
- Director of Athletics & Recreation Mr. Damian Frassinelli, Selected for National Athletic Administrators Five-Year Strategic Planning Committee
- Director of Athletics & Recreation Selected to be a Connecticut Voting Delegate at National Level
- Director of Athletics & Recreation: Unified Leadership Summit (Wesleyan University) Conference Presenter

Successful Teacher Education and Mentoring (TEAM) Program

- Implementation of Module 5 and 100% Success Rate TEAM Modules for 5th Consecutive Year

Recipient of Competitive Grants & Corporate Donations (Totaling \$787,075)

- Programs After School in Stafford (P.A.S.S.) Grant-\$188,252
- 3M Corporation- New Technology Engineering Course-\$20,000
- Recipient of a donation from 3M Corporation- Office Supplies and Technology Equipment-\$5,861
- Technology: Investments in Education Grant-Upgrading Wired/Wireless Environments and Purchase of Computers/Laptops/Tablets in Preparation for Smarter Balanced Assessments-\$572,962
 - Upgraded All Campus Building-to-building Connections to Support 10GB Backbone
 - Upgraded Core Switch to the Newest Operating Engine (sup8) for Providing 10GB Connections to the Campus
 - Upgraded All Data Closet Connections to 10GB in All Campus Locations
 - Upgraded Wireless Environment from Wireless G Standard to the New AC Compatible Standard Building in a Long Future for our Controller
 - Upgraded or Installed about 120 New Access Point Supporting the AC Standard in All Buildings
 - Upgraded 100 Student/Teacher Computers
 - Added ~100 Redeployed/refurbished Computers to the Environment for Student Testing
 - Added 3 Laptop Carts to Support Testing (1 at SHS, SMS, and SES)
 - Added 7 Chrome Carts (3 SHS, 2 SES, and 2 SMS)

Connections Beyond the Classroom

- Stafford Middle School Featured in the Long Island Sound Newsletter about the Connection between Scientists at the Long Island Sound Project and Grade 6 Students (Page 4) http://longislandsoundstudy.net/wp-content/uploads/2014/09/SoundUpdate_MakingADifference_forweb.pdf
- Continued Distance Learning Experiences (Grades 1- 5): Collaborative Projects with Classes Around the United States; NASA: Robotics in Space Program, and Yellowstone National Park Rangers

- Utilized Discovery Education Webinars (Grades 2- 12)
- Continued Monthly On-line Technology Professional Development Program, “PD in Pajamas”; Includes Educators from Across the Nation
- Participated in Pilot Tablet Program with Minno Tablets for Various Classes, Grades K, 5, and 6-8
- Began Implementation of Google Classroom (Google Apps for Education) Throughout the District, Another Means of “Flipping” the Classroom
- Provision of Google Accounts, Allowing Access to Chromebooks and Classroom Application to All Students
- Provision of Chromebook Carts (of 24) to Students in Lower Elementary Schools for Access to Various Programs Such as MyOn, STAR, and Lexia
- Purchased iPad Carts (24 devices each) for Students in Lower Elementary schools-Used for STAR Testing, Common Core Lessons, Lexia, MyOn, and Class Projects; Incorporation of the Kasper System to Assist with Management and Roll-out of New Apps to iPads
- Provision of Discovery Education Subscriptions to Now Include Staffordville and West Stafford Schools
- District Participation at the GAFE (Google Apps for Education) Summit with Educators from Around New England

Expansion of Academic & Behavioral Interventions for Students

- Successful Implementation of “hurRAH”, a Read-At-Home Program at West Stafford School
- Successful Implementation of “Read-At-Home” Program, SVS
- Successful implementation of the Student Transitional Education Program at SMS
- Increased Collaboration/SRBI at All Grade Levels, Resulting in Improved Student Academic and Behavioral Achievement
- Implementation of a New Web-based Universal Benchmark Assessment System (STAR), Aligned to Expectations of Common Core State Standards (CCSS), Grades K-11
- Continued Promotion of Numerous Students through Expanded Credit Recovery Options

Other Accomplishments and Achievements

- One SMS Student Awarded Secretary of State Award for Citizenship
- SMS Eagle Exclusive [Newspaper]
- SMS 8th Annual Family Bread Baking Event (160 Participants)
- SMS 12th Annual “Teen Read Week” Celebration (50 Participants)
- In Collaboration with Stafford Energy Advisory Committee: Solar & Geothermal Projects/Multiple Grant Application Submissions
- Added Backup/Disaster Recovery Server to House Replicas of ALL Virtual Servers
- Added Storage Solution for Aging Architecture; New Solution is Capable of Utilizing the 10GB Infrastructure for Faster Speeds to End Users and Expands Amount of Space to 27TB vs. 12TB
- Redundant Offsite Storage of Critical Backups
- New Stafford Public Schools Website
- Relocated District Offices from the Pinney Administration Building


Item VII.F.

July 7, 2014

MEMO

OFFICE OF THE SUPERINTENDENT OF SCHOOLS

TO: Board of Education

FROM:  Patricia A. Collin, Ed.D., Superintendent of Schools

SUBJECT: Annual Status Report for the Long Range Technology Plan

Each year, as part of an annual review process mandated by the Connecticut State Department of Education (CSDE), we work with an outside consultant from EASTCONN, Ms. Jane Cook, to assess our progress toward the goals set forth in our Long Range Technology Plan (2012-2015). Ms. Cook has worked with the District to promote technology over two decades.

Attached is the status report on the implementation of the plan as prepared by Mr. Michael Bednarz, Director of Curriculum & Instruction. Mr. Bednarz credits a large part of the technology accomplishments of 2013-2014 to Mr. Dean Fortin, District IT/Network Coordinator, Ms. Lynn Reedy, Technology Integration Specialist, and our two tech support members, Mr. Jaime Reopell and Mr. Thomas Pomeroy, all of whom assume much of the responsibility for our plan's implementation. He notes the positive impact of the \$572,962 technology grant, of which Stafford was a recipient, which allowed for significant improvements relative to our infrastructure, wireless connections, and hardware. The grant funds compensated for the 2013-2014 budget reductions and mitigated the negative impact of the mandatory technology investments related to the Smarter Balanced Assessments as required by the State. The attached memorandum enumerates the items purchased through the aforementioned grant.

Ms. Reedy will make a brief presentation demonstrating technology integration. In addition, Mr. Bednarz and Mr. Fortin will also be in attendance at the July 7th meeting to highlight some of this year's accomplishments and to respond to questions of the Board.

Memorandum

...from the office of
The Director of Curriculum and Instruction

Date: June 18, 2014
To: Dr. Patricia Collin
Cc: Dean Fortin, Lynn Reedy
From: Michael J. Bednarz
Re: Annual Status Report for the Technology Plan and Technology Integration Presentation

As part of an annual review process, Ms. Jane Cook, Educational Technology Consultant, met with Ms. Lynn Reedy, Stafford's Technology Integration Specialist, Mr. Dean Fortin, Network Coordinator, and me on June 2nd to assess the district's progress on the Technology Plan (2012- 2015). The Learning Resources and Information Technology Curriculum Team provided examples of evidence for inclusion in the status report. We reviewed the status of the Plan's 29 action items for enriching curriculum and instruction via the use of technology. Attached is the Technology Plan Status Report. As part of the BOE report, Ms. Reedy will also deliver a short presentation focused on an example of technology rich activities.

Due in large part to the district securing of a \$572,962 technology infrastructure grant, the IT Department has been able to make tremendous improvements to the SPS infrastructure, wireless connections, and hardware, including computers and peripherals. As a result, the district now has a "high speed, state of the art" wireless infrastructure similar to the corporate world. This allows students and teachers to use devices seamlessly without streaming and connectivity issues.

The infusion of these funds more than made up for the technology budget cuts for 2013- 2014. Additionally, the grant funds will save the district hundreds of thousands of dollars in future years for mandatory technology investments related to preparation for Smarter Balanced on-line testing and implementation of Common Core Standards. The on-line testing experience this spring occurred without any problems.

The following was purchased using these grant funds:

- The purchase and installation (outside vendor) of wireless access points to provide seamless access and redundancy in each testing school (SHS, SMS, SES) along with replacing outdated access points at Pinney, WS, and SV
- 1 iPad cart and 1 Chromebook cart for West Stafford
- 1 iPad cart and 1 Chromebook cart for Staffordville
- 2 Chromebook carts and one laptop cart at SES
- 2 Chromebook carts and one laptop cart at SMS
- 3 Chromebook carts for SHS
- 100 desktop work stations for SES, SMS, and SHS

A major emphasis for the new Plan was to upgrade and enhance the infrastructure due to budget cuts over the previous three years (2009- 2012). Among the 29 action steps in the Technology Plan for 2012- 2015 are the following:

Goal	Action Steps
1.2	Educate students and staff to become discerning users of information and responsible digital citizens
2.2	Develop a process for creating and storing digital portfolios for staff and students
3.1	Integrate technology tools and Project-Based Learning (PBL) across the curriculum
3.3	Provide training and support for district approved electronic communication and social networking tools
4.2	Begin implementation of Google Apps for Education
4.3	Improve infrastructure to support regular maintenance, upgrades/enhancements related to tech plan action steps including such tech tools and resources as: email system (Gmail), wireless environments, network capabilities for mobile devices, back-up systems and redundancy, expanding access off-site to district resources, fiber optic connection to WS, Sville and Pinney, Cloud-computing, more transparent security
4.7	Provide assistive technology tools to support student learning
4.8	Explore options for implementing BYOD (Bring Your Own Device) including developing procedures, protocols, and policies
5.1	Design opportunities to facilitate physical and virtual collaboration to further develop 21 st Century teaching and learning and technology integration

In addition to Ms. Reedy and Mr. Fortin, the district employs two computer technicians: Mr. Jamie Reopell, and Mr. Thomas Pomeroy. Collectively, they are responsible for implementing most of the elements of the Technology Plan. As you peruse the Annual Report, you will recognize that significant progress was made on dozens of action items. Among the many accomplishments (evidenced throughout the status report; a complete list can be found on pp. 43- 45) of the past year are:

- Used funding from the PEGPETIA grant (\$68,036) to establish video conferencing partnerships for the 2013-14 school year; worked with a variety of school districts nationwide to implement distance learning projects which included:
 - Nebraska Museum Transcontinental Railroad
 - NASA Robotics Space Program
- Continued PD in PJ's session once a month in a partnership with Mansfield and trained staff on Web 2.0, Common Core Alignment to Technology and iPad/Android apps (archived sessions on Edmodo group page)
- Made connections with schools in NJ, NY, PA, and FL for a variety of student collaborative projects such as The Monster Exchange Project, Know Your States Project, and The Big Potato Project
- Worked with LRIT Committee to set up unblocking/blocking website protocol process
- Started an after school computer club for students in grades 6 through 8 at Stafford Middle School and for students in grades 4 and 5 at Stafford Elementary School; focus was on STEM (interactive online math game and Scratch computer programming)
- Selected by Minno to pilot 65 Minno Android tablets in district
- Featured in Long Island Sound newsletter regarding the connection between Stafford and Long Island Sound
- Successfully revamped the district's wireless environment and the network infrastructure. The district's capacity to support wireless access points increased from 150 to 250 and increased speed to individual device.

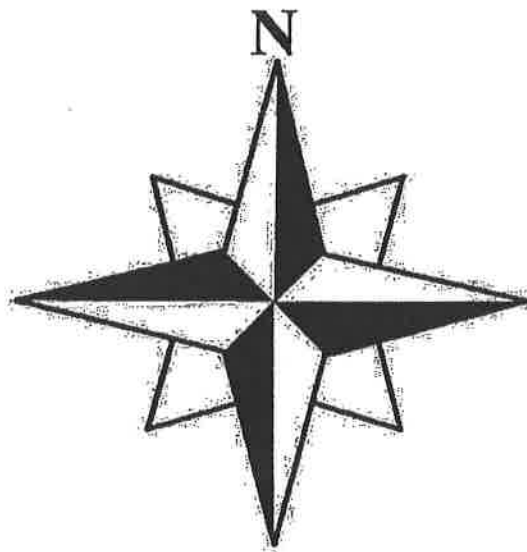
- Changed the network back bone from 1Gb to 10Gb to support more and faster end users.
- Deployed over 20 new switches to support faster speeds.
- The replacement of the old controllers supports the current wireless standard and future proofing to allow migration of the access point to a newer standard when it becomes available.
- Supported the installation, configuration, migration and training for *PowerSchool*. A significant investment of effort and time was devoted to creating reports and customizations to pages to help make the use of *PowerSchool* easier for both teachers and administrators.
- Implemented a new Kasper server to help control and support the iOS community that is growing in Stafford. Currently there are 93 iPads in district and Kasper will help manage both apps and devices.
- Added over 400 devices: 100 new desktops, 210 Chromebooks, 60 iPads and 75 laptops. The bulk of the 100 replaced desktops saw life again with Windows 7 and redeployed as student machines.
- Activated Gmail archive for the district
- Created a functioning redundant Xen server farm
- Created a redundant backup plan for our backup devices
- Migrated to Google Drive and a better functioning system for accessing the intranet from home
- Investigated the cost of moving to an SPS-owned fiber solution; at this time, the cost is a bit high but we will continue to monitor the ability of the district to move to this solution. At this point in time, the district has increased the speed between the buildings to 10 mbps through a dedicated fiber connection provided through Cox.
- With regard to security for the network, Stafford continues to use *Impero* which allows us to monitor, lock, and support the entire district remotely, both staff and students. This continues to improve the IT Department's efficiency and effectiveness as they troubleshoot and provide timely support from anywhere in district.
- Continued to provide varied in-school, after-school training sessions that included Google Apps for Ed
 - Common Core State Standards Technology Projects/Web 2.0
 - Distance Learning Resources
 - Analyze Data using STAR Math and Reading Assessments
 - Glogster, Twitter, and Edmodo
 - iPad Implementation and Apps
 - Instructional Technology for Students with Special Needs
 - BYOD Applications

Although some cuts were made to the Technology budget for the 2014- 2015 school year, I am very confident that Stafford will be able to continue its impressive and consistent record of developing technology rich teaching and learning environments for students. Mr. Fortin, Ms. Lynn Reedy, and I will be available at the July 7th BOE meeting to describe, elaborate, and address questions about the 2013- 2014 accomplishments.

Attachments:

Annual Technology Plan Status Report

Stafford Public Schools Long Range Technology Plan Status Report



June 2014

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Introduction

The original Stafford Technology Committee was formed in 1992-1993. The goals of the committee at that time were to study the needs of the community and develop a Long-Range Technology Plan. The original group involved teachers from each school; the committee was altered to include parents, administrators, and consultants. The first technology plan was developed in 1993 and received Board of Education approval in June of 1996. The plan was reviewed and revised periodically thereafter; subsequent revisions were approved by the Board of Education (1999, 2003, 2006, 2009, and 2012).

During that latest revision process in 2012, the Stafford Long-Range Technology Planning Committee reviewed the Connecticut State Department of Education (CSDE) technology goals. They developed Stafford goals and objectives for the next three years (2012-2015) that are aligned with the CSDE goals.

The Stafford Long-Range Technology Planning Committee developed Action Plans for each major goal area. Since technology changes so rapidly, action plans were written primarily for the first year of implementation with a provision for annual review and revision as needed. Michael Bednarz, the Director of Curriculum and Instruction, and Jane Cook, the Educational Technology Specialist who has facilitated the last four Technology Plan revisions, conducted the annual review process on June 2, 2014, working with Lynn Reedy, Stafford Technology Integration Specialist; and Dean Fortin, Stafford IT and Network Coordinator. This team reviewed the progress in implementing the Stafford Long-Range Technology Plan.

The following pages contain a summary of each action step within the Action Plans and include a Status column and a Comments column. The report on the following pages is intended to keep the Stafford Technology Plan as a "living document" while recording the progress that has been made.

TECHNOLOGY PLANNING COMMITTEE

The Technology Planning Committee should represent all stakeholders. Development of the technology plan and implementation of the plan should enable parents, educators, students and community members to benefit from the investment in technology and all should have representation on the committee. Below is a list of the Stafford Technology Planning Committee who were responsible for writing the 2012-15 Tech Plan:

Member	Title	Constituency Represented
• Michael Bednarz	Director of Curriculum and Instruction	District
• Linda Callahan	Library Media Specialist, K-8 Library Coordinator	Grades K- 8
• Dr. Patricia Collin	Superintendent of Schools	District
• Meg Devlin	Business Manager	District
• Dean Fortin	IT and Network Coordinator	District
• Deb Geer	Grade K Teacher, Staffordville School	Grades PK- 1
• David Gorski	Technology Education Teacher, Stafford High School	Grades 9- 12
• Christine Griswold	Science Teacher, Stafford Middle School	Grades 6- 8
• Marco Pelliccia	Principal, Stafford High School	Grades 9- 12
• Lynn Reedy	Technology Integration Specialist	District
• Jamie Reopell	Computer Technician	District
• Tracy Rummel	BOE member, Co-chair of BOE Curriculum Committee	BOE and parent
• Hank Skala	Principal, Stafford Elementary School	Grades 2- 5
• Brenda Stenglein	Special Education Teacher, Stafford Middle School	Pupil Services
• Tom Vaghini	Library Media Specialist, Stafford High School	Grades 9- 12
• Jane Cook	EASTCONN Consultant	Facilitator

**The Vision Statement that follows has been excerpted from the
2012-15 Stafford Long Range Technology Plan**

VISION STATEMENT

Technology is a dynamic pathway for learning. Stafford Public Schools will create equal and equitable access to technology-rich learning environments for all staff and students. All learners will become proficient in current and emerging technologies preparing them for the challenges and demands of a rapidly changing digital world.

Our world requires that students be collaborative, self-directed, self-assessing, adaptable, and analytical problem-solvers. Age-appropriate technology will be-infused in the teaching and learning process. Students will use a variety of research tools to access, evaluate, and effectively apply information to authentic tasks. By applying 21st century skills¹ and improving technological literacy, students will better understand their role in the local and global community. Students and staff will become responsible and ethical digital citizens.

Stafford is committed to the development of student technology competencies across all content areas and grade levels aligned with national technology standards. We will place emphasis on improving student achievement, teaching, and assessment. Teachers, administrators, and support staff will participate in professional development opportunities to support technological literacy, innovative thinking, and effective communication through technology-integrated instruction and learning activities.

The district will continually promote communication and collaboration through the effective use of technology by connecting staff, students, parents, and community members. Technology brings the world to students and allows students to celebrate and share their learning with the world.

¹ Stafford Public Schools 21st Century Skills, Adopted by Stafford Board of Education on 11/5/10 (See Appendix A)
Stafford Public Schools Long Range Technology Plan Status Report, June 2014 - Page 3

Goal 1: Engaging and Empowering Learning Experiences

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

Action Plan and Status Updates for Goal Area 1

What Steps Will You Take?	Who Will Be Responsible?	When (be specific, e.g., by 10/1/13)?	How will you measure?	Comments	Status
1.1 Revise curriculum to integrate STEM (Science, Technology, Engineering and Math) and 21 st Century skills across the curriculum and within all grade levels aligned with the Common Core State Standards (CCSS)	<ul style="list-style-type: none"> Director of Curriculum and Instruction Curriculum Teams Technology Integration Specialist Building Administrators 	By 6/30/13 and ongoing	Revised curriculum guides will be aligned with CCSS and will reflect STEM (Science, Technology, Engineering and Math) and 21 st Century skills across the curriculum.	<p>During the 2013-14 school year, the Technology Integration Specialist created an after school Computer Club for 4th and 5th graders at Stafford Elementary and 6th, 7th, and 8th graders at Stafford Middle School. They participated in the Lure the Labyrinth Math Challenge and created programs using MIT's Scratch computer programming language.</p> <p>In addition, during her Enrichment Class, the Technology Integration Specialist taught her students how to create augmented reality pictures which they used to write stories.</p> <p>Science, Social Studies, Art, Music, English/Language Arts, Math, and Career and Technology Education (CTE) Curriculum Teams researched the CCSS to identify the standards that were related to their specific content areas and began work on modifying curriculum units to align with these standards. The CCSS are aligned to career and college readiness and 21st Century skills.</p>	In Progress This will be an ongoing goal for the next several years.

What Steps Will You Take?	Who Will Be Responsible?	When (be specific, e.g., by 10/1/13)?	How will you measure?	Comments	Status
				<p>Curriculum revisions in the areas of Career and Technology Education are in process. All new course proposals, e.g., Personal Finance, eCommerce, etc. have integrated 21st Century and CCSS reflecting a blended learning environment. This year SHS has shifted curriculum focus to the CCSS through ODYSSEYWARE and other Web-based programs and activities. As a result of targeted professional development related to some of the English/ Language Arts shifts in the CCSS, Pre-K-6 has modified pedagogy and lesson activities. With regard to Math, the district has adopted a new textbook series, GOMath (PreK-5) and *** (6-8), which are CCSS-aligned for Pre-K-8.</p> <p>The Technology Integration Specialist and the Learning Resources and Information Technology (LRIT) Committee researched CCSS documents aligning to technology. They are adopting a Technology Standards (extracted from the content standards) document for SPS. During 2013-14, this document was shared with teachers and administrators and used as guide for planning curriculum and PD for the year.</p> <p>The LRIT Committee also reviewed the Smarter Balanced Assessment Consortium's (SBAC) sample test items to determine what technology skills need to be taught and at what grade levels.</p> <p>The LRIT Committee created a document entitled <i>Skills Needed for SBAC Testing</i> and shared it with all teachers. This is a critical need in the SPS curriculum so that lack of technology proficiency will not interfere with the students' ability to be successful on the SBAC adaptive online assessment that will be replacing the CMT and CAPT in</p>	

What Steps Will You Take?	Who Will Be Responsible?	When (be specific, e.g., by 10/1/13)?	How will you measure?	Comments	Status
				<p>2014-15. Teachers used this document to help prepare their students for the SBAC testing.</p> <p>The IT Department worked on preparing the SPS infrastructure for the SBAC field test, which took place during the spring of 2013-4. The infrastructure supported wireless access throughout the district during the six-week testing window. Testing took place every day in multiple schools during that time period.</p> <p>At Stafford High School, 3-M awarded a competitive grant for \$25,000 to be used to integrate the STEM principles into the high school curriculum. SHS has created a new course entitled <i>Engineering and Construction</i>. The funding will be used to support the revision of the curriculum, PD for teachers, and the purchase of a laser engraver and software. The new course will be co-taught by the Tech Ed Teacher and the Physics teacher and will bring together students who will build a vehicle and enter it into a competition during the 2014-15.</p>	
1.2 Educate students and staff to become discerning users of information and responsible digital citizens	<ul style="list-style-type: none"> Library Media Specialists Classroom teachers Technology Integration Specialist 	By 6/30/13 and ongoing	Internet Safety modules are being implemented in grades 4-12. Administrator walk through data will show that students and staff are using technology ethically and responsibly.	<p>The Technology Integration Specialist provided all staff with Internet Safety modules from Common Sense Media. In addition, she provided parents with access to Graphite from Common Sense Media under links on the SPS homepage at http://www.stafford.k12.ct.us/pages/Stafford_School_District. This allows parents to look up video games, Web sites, and movies and gives them information about the appropriateness of each resource.</p> <p>At the schools, Internet Safety is addressed prior to projects being assigned.</p>	Ongoing

What Steps Will You Take?	Who Will Be Responsible?	When (be specific, e.g., by 10/1/13)?	How will you measure?	Comments	Status
				<p>Library Media Specialists and all staff continue to enforce the Acceptable Use Agreement, which was revised in 2011-12 and implemented starting in 2012-13 to include Bring Your Own Device (BYOD) and accessing social media. All staff follow established practices related to ethical and responsible use of the Internet.</p> <p>The IT Department continues to research and implement Internet filtering and monitoring tools to ensure that Stafford students remain safe. The IT Department installed a new filter, Lightspeed rocket. This filter is a very robust filter capable of blocking Web sites that the old filter had allowed. There has been increased communication between the IT Department and teachers regarding Web sites that need to be blocked. There has been no discernible increase in inappropriate Internet activity by students.</p> <p>The Web-site unblocking process in place as of this year. Teachers submit SchoolDude requests for blocking and unblocking requests. A review committee which includes the Technology Team Leaders from each building, one IT Department staff member, and the administrator from the requesting school reviews the requests and makes a consensus decision on each request.</p> <p>Ongoing PD and support from the Library Media Specialists and Lynn Reedy continues to take place on a regular basis to ensure that students are using the Internet ethically and responsibly.</p>	
1.3 Increase	• Technology	By 6/30/13 and	Data collected indicates an increase	At West Stafford School, both kindergarten and	Ongoing

What Steps Will You Take?	Who Will Be Responsible?	When (be specific, e.g., by 10/1/13)?	How will you measure?	Comments	Status
distance learning opportunities	Integration Specialist <ul style="list-style-type: none"> IT Department Guidance Department 	ongoing	in distance learning opportunities.	<p>grade 1 classes used Skype for distance learning.</p> <p>At Staffordville, two of the first grade classes worked on a project with another school and "Skyped" with their pen pals at the end of the year. The other first grade class will be "Skyping" with a second grade classroom as part of their transition to SES. The kindergarten classes "Skyped" with second graders at SES to learn more about ponds during their Pond Unit. The second graders researched and created various presentations using Web 2.0 tools. These were shared with the kindergarten classes and for a kindergartener who is homebound on medical leave.</p> <p>At Stafford Elementary School, several classes participated in video conferencing activities and used Skype in the Classroom with distance classrooms and other organizations such as NASA using the new video conferencing equipment.</p> <p>At Stafford Middle School, sixth grade students participated in a Webinar with the Long Island Sound study to be followed up by an in-person field trip to Bluff Point. In addition, several grades participated in Webinars through Discovery Education.</p> <p>At Stafford High School, a full-time high school OdysseyWare Coordinator position has been approved for the high school and will build capacity for the 2014-2015 school year. This will allow students to receive high school credit for online courses for credit and credit recovery.</p>	

What Steps Will You Take?	Who Will Be Responsible?	When (be specific, e.g., by 10/1/13)?	How will you measure?	Comments	Status
				<p>The eCommerce course at SHS uses Moodle, an online content management system, to coordinate with other towns in their eCommerce cohort.</p> <p>Many teachers have created an account on Skype in the Classroom. They have used this distance learning tool to Skype with Yellowstone National Park Rangers to learn about the ecology, nature, habitats, and animals in the park as a part of their Science Habitats Curriculum Unit.</p> <p>Many classrooms have participated in various Discovery Education Webinars, such as North America Field Trip and Egg Farm.</p> <p>During the 2012-13 school year SPS, received a highly competitive PEGPETIA grant for \$68,000 to provide videoconferencing solutions for the classroom and for PD and for outreach programs for parents and community at SES and SMS. Equipment was purchased during the summer and installed during the 2013-14 school year. The Installation, which was the dual responsibility of Lynn Reedy and Dean Fortin, is in full implementation.</p>	
1.4 Provide opportunities for students to give input and share their expertise about technology initiatives and issues	<ul style="list-style-type: none"> IT Department Library Media Specialist Tech Leaders 	Initiate by 10/1/12; annual review by 6/2012	Data collected indicates students have given input and shared their expertise about technology initiatives and issues.	<p>Students in four schools participated in a tablet pilot program and gave input regarding the strengths and weaknesses of using tablets for learning.</p> <p>At Stafford High School, a SHS student advisory group has provided the administration with their perspectives on technology use in the building and have been instrumental in providing feedback to make BOYD more efficient and accessible.</p>	Ongoing

What Steps Will You Take?	Who Will Be Responsible?	When (be specific, e.g., by 10/1/13)?	How will you measure?	Comments	Status
1.5 Review the Goal 1 Action Plan items and data to determine progress and make any needed revisions	<ul style="list-style-type: none"> Subcommittee of Tech Plan Committee 	By 6/30/13 and annually thereafter	Accomplishments will be noted and revisions will be made, as needed, in annual Board of Education Status Report	See comments above for accomplishments. No revisions are needed at this time. The Stafford Long Range Tech Plan is scheduled to be revised for the next three year cycle by the end of June of 2015.	Ongoing

Goal 2: Assessment

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

Action Plan and Status Updates for Goal Area 2

What Steps Will You Take?	Who Will Be Responsible?	When (be specific, e.g., by 10/1/13)?	How will you measure?	Comments	Status
2.1 Use ISTE-National Educational Technology Standards, the International Technology and Engineering Educators Standards for Technological Literacy, and the Common Core State Standards to create technology goals and rubrics and implement them for staff and students to assess technology literacy	<ul style="list-style-type: none"> Vertical Curriculum Teams Horizontal Grade Level or Department/Cluster Teams PD Committee Director of Curriculum and Instruction Technology Integration Specialist Building Administrators 	By 6/30/13 and ongoing	Technology rubrics are shared in a common folder on the Stafford Public Schools network and easily accessible by all staff. Teacher Evaluation Annual Summaries reflect teachers' progress towards achieving their technology goals.	<p>At West Stafford School, STAR, DIBELS math, and climate surveys were all successfully completed by all K and 1 students.</p> <p>At Staffordville, students logged on to the network and Lexia using their username and password. Many kindergartners still need their cards to log on.</p> <p>Kindergarteners also used old keyboards to practice typing in sight words to help build sight word recognition and keyboarding skills.</p> <p>Lynn Reedy continued to research the CCSS and which Web 2.0 tools are most effective in meeting the</p>	Ongoing

What Steps Will You Take?	Who Will Be Responsible?	When (be specific, e.g., by 10/1/13)?	How will you measure?	Comments	Status
				<p>standards. She then developed multiple PD sessions and presented them to staff throughout the district and the school year.</p> <p>At Stafford Middle School, the Library Media Specialist continues to collaborate with teachers to assist them in integrating technology into their content area. Below is a sampling of technology integration that was accomplished during 2013-14:</p> <ul style="list-style-type: none"> • All 8th grade English teachers- Destiny audio and video reviews • All 7th grade Science teachers-Animal Reports, Big 6, Website Evaluation, Copyright, Searching databases and Internet, etc. • All 8th grade Science teachers- Multimedia Project using power point, movie maker, word, searching, easy bib, etc. • All 6th grade Language Arts teachers-Lessons on iCONN, Grolier, Works cited • 6th grade Science teacher- Biome reports, Big 6, Website Evaluation, Copyright, Searching databases and Internet, etc. • 6th grade Social Studies teachers- Ancient Civilization Reports in 	

What Steps Will You Take?	Who Will Be Responsible?	When (be specific, e.g., by 10/1/13)?	How will you measure?	Comments	Status
				<p>various formats, i.e. power point</p> <ul style="list-style-type: none"> • All 7th grade Social Studies teachers-Country reports using power point • 7th grade Art teacher-Artist Movie • 7th grade Health teacher-Disease Brochure using publisher • 7th and 8th grade Music Project- Movie Maker • Sign students up for Gmail • Chromebook training • 8th grade Career Project using Glogster • Edmodo • Book Trailers using Animoto and Movie Maker • Student Newspaper using Publisher and shared digitally with the student body <p>During 2012-13, SHS teachers developed three common rubrics – one for assessing writing, one for assessing research, and one for assessing presentations. These are school-wide rubrics that are appropriate for all content areas. Teachers continue to use these rubrics to assess student writing, research, and presentation projects that include technology.</p> <p>In June of 2013, ISTE released a</p>	

What Steps Will You Take?	Who Will Be Responsible?	When (be specific, e.g., by 10/1/13)?	How will you measure?	Comments	Status
				<p>position statement on the Common Core State Standards. They are recommending that districts provide robust digital learning environments to ensure student success in school and in life. The position statement further states that "ISTE's Standards for learning, teaching and leading in the digital age set the standard for excellence and best practices. The ISTE Standards help educators build a firm foundation for teaching with technology and further the development of many of the same 21st century skills set forth by the Common Core State Standards, such as problem solving, critical thinking, creativity and collaboration skills."</p> <p>This position statement will provide guidance to SPS as we continue to integrate technology into teaching and learning. See Appendix D for a copy of this ISTE position statement. The work produced by the LRIT (see 1.1 above) will also prove helpful.</p>	
2.2 Develop a process for creating and storing digital portfolios for staff and students	<ul style="list-style-type: none"> • LR & IT Committee • Curriculum Teams • Director of Curriculum and Instruction • IT Department 	By 12/31/13	There will be guidelines developed for storing of digital documents and a place to store them.	During 2012-13, Dean Fortin researched digital portfolios and determined that eBackpack, the online storage and digital portfolio system that is built into PowerSchool, would be the best solution for SPS. However, there is an additional cost for this capability. Therefore, during 2013-14, Dean	In Process

What Steps Will You Take?	Who Will Be Responsible?	When (be specific, e.g., by 10/1/13)?	How will you measure?	Comments	Status
				<p>continued to research and found MyBigCampus, which is a free online storage Web site through SPS LightSpeed Rocket software filtering that syncs with PowerSchool. Dean has created the initial setup and sync for MyBigCampus. It is being piloted at Stafford High School. The district will seek out other districts that are using MyBigCampus to learn about successful practices as they consider whether to fully implement it throughout SPS.</p> <p>During 2013-14, the pilot results will be reviewed by the LRIT and a decision will be made whether to roll out MyBigCampus throughout the district or seek other options.</p> <p>Through training, guidance and support, Lynn Reedy and Dean Fortin are growing the user base for Google Drive both for teachers to use to share documents and for teachers to use with students. Google Drive may be used as an alternative for storing student work electronically.</p>	
2.3 Review the Goal 2 Action Plan items and data to determine progress and make any needed revisions	<ul style="list-style-type: none"> Subcommittee of Tech Plan Committee 	By 6/30/13 and annually thereafter	Accomplishments will be noted and revisions will be made, as needed, in annual Board of Education Status Report	See comments above for accomplishments. No revisions are needed at this time.	Ongoing

Goal 3: Connected Teaching and Learning

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

Action Plan and Status Updates for Goal Area 3

What Steps Will You Take?	Who Will Be Responsible?	When (be specific, e.g., by 10/1/13)?	How will you measure?	Comments	Status
3.1 Integrate technology tools and Project-Based Learning (PBL) across the curriculum	<ul style="list-style-type: none"> Classroom Teachers Curriculum Teams Technology Integration Specialist Library Media Specialists Building Tech Leaders/LRIT Building Administrators 	By 6/30/13 and ongoing	Teacher shared resource folder contains GTEs, tech lessons, and Mimio lessons which integrate tech tools and PBL across the curriculum. Administrators' walk through data shows that teachers are implementing PBL across the curriculum.	At Stafford Elementary School, a variety of successful tech integration activities took place in 2013-14, including: <ul style="list-style-type: none"> Grade 3 SES students participated in an online book discussion Students in grade 4 used Blabberize, a Web 2.0 tool that integrates photos with audio, for Social Studies presentations. Grade 5 produced the first SES digital newspaper using Google Docs. The PASS after-school program provides the following tech integration activities: <ul style="list-style-type: none"> The Lure of the Labyrinth Math Challenge online 	Ongoing

What Steps Will You Take?	Who Will Be Responsible?	When (be specific, e.g., by 10/1/13)?	How will you measure?	Comments	Status
				<ul style="list-style-type: none"> ○ Robotics ○ The PASS Press online publishing <p>At Staffordville, an extra technology period was added to kindergarten to help meet the recommended Lexia goals. In addition, first grade and kindergarten teachers met as teams to review STAR reading scores with a STAR representative to help understand implementation.</p> <p>At West Stafford School, Gina Malloy used 3M cameras to successfully record Second Step public service announcements. The school library has an e-reader available. The Electronic Message Board (EMB) in the foyer is in constant use.</p> <p>Below are the technology integration accomplishments at Stafford Middle School during 2013-14:</p> <ul style="list-style-type: none"> • The majority of students in all grades use Gmail and Google Drive • SMS rolled out the use of Chrome Books for projects and testing • 2 iPad Minis are available for use in the library by students for ebooks and educational apps • There was a pilot use of Minno Tablets for instruction in Science and Reading 	

What Steps Will You Take?	Who Will Be Responsible?	When (be specific, e.g., by 10/1/13)?	How will you measure?	Comments	Status
				<ul style="list-style-type: none"> Mimio interactive whiteboards are available to teachers in every classroom Mimio Views and Mimio Votes were used by many teachers Livebinders was used for developing project guides for all grades Through the Destiny Quest online card catalog, students in grades 6 to 8 uploaded book reviews, podcasts, and videos, and rate books Library and some classroom teachers utilize social bookmarking sites PowerPoint was used by many content areas in Grades 6 to 8 Glogster Career Project in Health developed in 8th Grade Edmodo was used in 6th and 8th Grade Language Arts The Library Media Specialist has a Library Wikispace with resources for teachers and students Publisher is being used in 7th Grade Health class Flip Videos are being used in all grades <p>At Stafford High School, a variety of tech integration initiatives are in place, including:</p>	

What Steps Will You Take?	Who Will Be Responsible?	When (be specific, e.g., by 10/1/13)?	How will you measure?	Comments	Status
				<ul style="list-style-type: none"> • Student Google accounts have been rolled out by staff and have been utilized by both students and staff alike. • PD has taken place formally and informally throughout the school year to increase use of Google Drive and other Google tools for professional and student collaboration. • With the advent of BYOD, teachers and students have been using a variety of devices for teaching and learning. • Morning announcements are done through a green screen and video • CAD Programming and Video Communications are popular courses at SHS <p>Lynn Reedy coordinates a district-wide shared network folder and a Google drive document for teachers that contains:</p> <ul style="list-style-type: none"> • Guaranteed Technology Experiences for all grades • Mimio/SMART Board lessons • Training tutorials • Assessment activities • Shared Mimio gallery packs <p>Based upon the district's participation in CSDE and SBAC pilot and field tests, the importance of technology literacy in PBL design has been confirmed. A</p>	

What Steps Will You Take?	Who Will Be Responsible?	When (be specific, e.g., by 10/1/13)?	How will you measure?	Comments	Status
				purposeful shift for 2013-14 was to integrate SBAC assessment platforms and requirements, especially performance tasks, across the curriculum. The performance tasks are a good example of PBL and will help Stafford teachers integrate tech tools throughout their instruction. The district's recent efforts and commitment to technology-rich teaching and learning and development of PBL activities puts us in an excellent position to transition to the SBAC adaptive online assessment which will replace CMT and CAPT in 2014-15.	
3.2 Provide a variety of models of technology professional development (PD) for all staff, e.g., Faculty Meeting sharing, PD in PJs, e-blasts, etc.; enhance the mechanisms and forums for sharing knowledge gained from tech PD activities	<ul style="list-style-type: none"> Technology Integration Specialist Library Media Specialists Building Tech Leaders/LRIT Building Administrators Teachers Professional Development Committee 	Annually aligned with PD calendar for face-to-face activities; monthly at faculty meetings and through e-blasts and PD in PJs sessions	An annual list of PD events shows that a variety of effective PD models are being implemented across the district.	<p>At Stafford Elementary, PD was ongoing throughout the year, including training on:</p> <ul style="list-style-type: none"> Discovery Education STAR Renaissance Learning Mimio Google Drive, Google Docs, and Google Calendar Skype in the Classroom <p>At Staffordville, the following PD took place:</p> <ul style="list-style-type: none"> All of the teachers received training in STAR Renaissance Learning Kim Jones provides on-site support in STAR Lynn Reedy led various iPad implementation sessions for staff 	Ongoing

What Steps Will You Take?	Who Will Be Responsible?	When (be specific, e.g., by 10/1/13)?	How will you measure?	Comments	Status
				<p>At West Stafford School, a number of staff members provide PD and support on an ongoing basis, for example:</p> <ul style="list-style-type: none"> • Kim Wallert facilitates STAR Renaissance Learning • Liz Smith is a Lexia resource. • Janice Gowdy is a DIBELS resource • Brandy Gadoury is in charge of establishing users on many platforms and supports Mimio integration as a Mimio Master. • Shelley Michaud has created a professional Edmodo group. <p>At Stafford Middle School, the following PD activities took place:</p> <ul style="list-style-type: none"> • STAR Training, Power School, • LMS offer a mini workshop to teachers entitled Tech Tools • Available in the library, Google Drive Training and Study Island Training • Lynn Reedy provided training in : <ul style="list-style-type: none"> ○ Google Docs for Students, ○ Using Google Calendar, ○ Analyzing Student Data in STAR, ○ SAS Curriculum Pathways <p>At Stafford High School, STAR testing</p>	

What Steps Will You Take?	Who Will Be Responsible?	When (be specific, e.g., by 10/1/13)?	How will you measure?	Comments	Status
				<p>implementation was successful at least partially due to the PD that took place. All Proctors have been trained and are efficient in administering the test. Training on how to use the reports to interpret and inform instruction is ongoing.</p> <p>Stafford continues to offer face-to-face PD sessions on the district PD schedule. We bring in consultants and send staff to workshops and conferences throughout the year. As in previous years, staff have participated in numerous Webinars. With the increase in Webinar opportunities, there is an increasing number of staff, including IT Department members, who are participating in these online learning activities.</p> <p>Lynn Reedy is at the heart of technology integration for Stafford Public Schools. Lynn has provided a variety of tech training during the 2013-14 school year. Topics include:</p> <ul style="list-style-type: none"> • Online Assessment Tools • Distance Learning Resources • Common Core and Web 2.0 • Mimio/SMART Board Refreshers • Integrating Technology Tools with GOMath • PowerPoint and Embedding Videos • Using Excel to Analyze and 	

What Steps Will You Take?	Who Will Be Responsible?	When (be specific, e.g., by 10/1/13)?	How will you measure?	Comments	Status
				<p>Display Data</p> <ul style="list-style-type: none"> • STAR Reading and Math Assessments & Helping Teachers Use the Data • Instructional Technology for Students with Special Needs • Google Apps for Education • Google Earth • iPad Apps • Digital Storytelling • Classroom Connections for Distance Learning • Graphite and App Review Sites • SAS Curriculum Pathways <p>Throughout the year, Lynn Reedy has offered ongoing weekly tech integration PD sessions in various locations across the district and at convenient times coordinated with each specific school's schedules. She has also offered training to departments, grade level teams, and individual one-on-one "just-in-time" training.</p> <p>Lynn has provided teachers with additional Professional Learning Community (PLC) virtual resources. For example, she has set up a Pinterest page of resources related to technology integration at: http://www.pinterest.com/lynnreedy/. She also continues to update her professional Web site at http://www.lynnreedy.com with</p>	

What Steps Will You Take?	Who Will Be Responsible?	When (be specific, e.g., by 10/1/13)?	How will you measure?	Comments	Status
				resources for teachers. The PEGPETIA grant, which has brought new videoconferencing technology to the district, has allowed for a variety of new PD sessions this year.	
3.3 Provide training and support for district approved electronic communication and social networking tools	<ul style="list-style-type: none"> Technology Integration Specialist Library Media Specialists Building Tech Leaders/LRIT Building Administrators IT Department Teachers Technology Consultants 	Annually aligned with PD calendar for face-to-face activities; monthly at faculty meetings and through e-blasts and PD in PJs sessions	An annual list of PD events shows that training has been provided on electronic communication tools and social networking tools. Teacher shared resource folder contains resources related to electronic communication and social networking tools.	<p>During 2012-13, Lynn Reedy created an Edmodo group that she shared with the district and surrounding districts. During 2013-14, teachers from around the country and as far away as Argentina have joined the SPS Edmodo group. This Edmodo group is part of Lynn's PD in Pajamas monthly professional developments sessions that focus on Web 2.0, Common Core, and tablet technology for integrating 21st Century skills across the curriculum. Most sessions include examples of successful Stafford projects. These PD in Pajamas sessions are archived on the Edmodo Web site so teachers can access them 24/7. This Edmodo group continues to serve as a resource for Stafford teachers. New PD in Pajamas sessions will be offered next year.</p> <p>In addition to the examples cited above, Lynn Reedy has provided the following training:</p> <ul style="list-style-type: none"> Google Apps for Ed Edmodo Glogster iPad Implementation and 	Ongoing

What Steps Will You Take?	Who Will Be Responsible?	When (be specific, e.g., by 10/1/13)?	How will you measure?	Comments	Status
				<p>Apps</p> <ul style="list-style-type: none"> • Android Implementation and Apps • BYOD Applications • Implementing Google Docs and Google Calendar Across the District • Skype in the Classroom • Twitter <p>See above for additional topics.</p>	
3.4 Provide training and support so that teachers can maintain their Web pages aligned with district expectations	<ul style="list-style-type: none"> • Technology Integration Specialist • Building Tech Leaders/LRIT • Building Administrators • IT Department • Teachers • Professional Development Committee 	Ongoing and updated on a weekly basis as needed	An annual list of PD events shows that training has been provided on Web page development and maintenance.	<p>Teacher Web pages using Edline have been discontinued as the district converts to a new Web site. Teachers are using PowerSchool as a means of communication with parents.</p> <p>Lynn Reedy has provided training on PowerSchool and Google Calendar for all teachers. She has also provided support to teachers as needed when they have difficulties updating their Google Calendars. Tech Leaders and LRIT Committee members also provide Web site assistance to teachers within their school buildings.</p> <p>For the 2014-15 school year, SPS will be using SharpSchool for their Web site and teacher Web pages. That conversion will take place during the summer of 2014. PD will take place during the school year so that teachers can develop their Web pages.</p>	Ongoing
3.5 Design a system which recognizes and promotes the pervasive	<ul style="list-style-type: none"> • Technology Integration Specialist 	By December 1, 2012 and ongoing	Administrators' walk through data and end-of-year evaluations show	Administrators throughout the district are promoting the services that Lynn Reedy provides to support teachers as	

What Steps Will You Take?	Who Will Be Responsible?	When (be specific, e.g., by 10/1/13)?	How will you measure?	Comments	Status
use of technology tools by all educators in the district aligned with the district's 21 st Century Board-approved policy and the Stafford Tech Plan, 2012-15 including having teachers incorporate technology as part of their annual Professional Growth plan	<ul style="list-style-type: none"> • Building Tech Leaders/LRIT • Building Administrators • Superintendent • Director of Curriculum and Instruction • Teachers 		that teachers are integrating technology tools aligned with the district's 21 st Century Board-approved policy.	<p>they integrate technology across the curriculum. These services include training, coaching, one-on-one planning, co-teaching, and projects and activities. Administrators are also supporting teachers who are leading the way in technology integration by encouraging other teachers to talk with them and view their projects. During faculty meetings, administrators are promoting the use of technology to support teaching and learning.</p> <p>At the elementary schools, Village Meetings have been held to showcase the use of technology in the building and examples of student work that have resulted.</p> <p>All teachers are required to incorporate the use of technology as part of their annual Professional Growth Plans. When Stafford administrators conduct walkthroughs and formal observations, they are looking for examples of technology integration and 21st Century teaching and learning.</p> <p>For 2014-15, teachers will be required to use a Web-based program as part of the Teacher Evaluation Plan. Netchemia's Talent Ed online software is being purchased for teachers to use. During the summer of 2014, the tools and forms will be designed. Just-in-</p>	

What Steps Will You Take?	Who Will Be Responsible?	When (be specific, e.g., by 10/1/13)?	How will you measure?	Comments	Status
				<p>Time training will be provided throughout the school year so that teachers can learn how to use these tools and forms to create and update Web pages.</p> <p>Based upon evidence shared at end of year conferences, we anticipate that the end of year teacher evaluations, currently in progress as of this date will confirm pervasive use of technology.</p>	
3.6 Incorporate the integration of technology across the curriculum to support the goals in all School Improvement Plans	<ul style="list-style-type: none"> • Technology Integration Specialist • School Based Teams • Building Administrators • Superintendent • Director of Curriculum and Instruction • Professional Development Committee 	By October 1, 2012 and annually	Administrators' walk through data and end-of-year evaluations show that teachers are integrating technology across the curriculum. Review of curriculum guides shows that technology is embedded across all content areas.	<p>In addition to the examples cited above, SPS has chosen to incorporate specific technology tools to support the goals of all School Improvement Plans. These technology tools include:</p> <ul style="list-style-type: none"> • PowerSchool – Stafford's Student Information System (SIS) which will be in full implementation for the 2013-14 school year • Survey Monkey – an online survey tool for gathering and analyzing data • Stafford You Tube Channel – District-wide videos are stored • Odysseyware – This is an online course system that can be used for credit recovery and other online course • Google Apps for Ed – This is an online software suite that includes Gmail accounts for all staff and high school students, Google Drive for 	Ongoing

What Steps Will You Take?	Who Will Be Responsible?	When (be specific, e.g., by 10/1/13)?	How will you measure?	Comments	Status
				<p>online storage, Google Docs for professional productivity, etc.</p> <ul style="list-style-type: none"> MyBigCampus – This is being piloted for use to store student ePortfolios online <p>These technology tools provide SPS with numerous 21st Century resources needed to successfully implement their School Improvement Plans.</p>	
3.7 Review the Goal 3 Action Plan items and data to determine progress and make any needed revisions.	<ul style="list-style-type: none"> Subcommittee of Tech Plan Committee 	By 6/30/13 and annually thereafter	Accomplishments will be noted and revisions will be made, as needed, in annual Board of Education Status Report	See comments above for accomplishments. No revisions are needed at this time.	Ongoing

Goal 4: Infrastructure for Teaching and Learning

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

Action Plan and Status Updates for Goal Area 4

What Steps Will You Take?	Who Will Be Responsible?	When (be specific, e.g., by 10/1/13)?	How will you measure?	Comments	Status
4.1 Continue to evaluate and provide support for the Student Information System and Stafford Public Schools Web site	<ul style="list-style-type: none"> Technology Integration Specialist Building Tech Leaders/LRIT Building Administrators IT Department 	By 9/1/12 and regularly throughout the year and annually thereafter	Data will show that the Student Information System and Stafford Public Schools Web site are being appropriately supported and remain viable systems for SPS.	<p>As noted above, SPS is in the process of changing our website company. We are now moving to SharpSchool and we will be providing training to staff after the start of the school year.</p> <p>The IT Department continues to support PowerSchool. They have created many reports and web page customizations for viewing data. They have rolled out parent and student portals with success. They have trained teachers on proper gradebook setup and provided training for select staff for access to the gradebook to help support teachers in the buildings.</p> <p>For the 2013-14 school year, SPS converted to a new SIS, PowerSchool. PowerSchool is fully implemented. PowerSchool provides a parent portal which allows parents to log in and see</p>	Ongoing

What Steps Will You Take?	Who Will Be Responsible?	When (be specific, e.g., by 10/1/13)?	How will you measure?	Comments	Status
				their child's assignments, grades, and calendar.	
4.2 Begin implementation of Google Apps for Education	<ul style="list-style-type: none"> Technology Integration Specialist Building Tech Leaders/LRIT Building Administrators Director of Curriculum and Instruction IT Department 	By 9/1/12 and ongoing support throughout the year and annually thereafter	Data collected shows a high percentage of use by students and staff. Feedback from users has been used to refine implementation and shows that the implementation has been successful.	<p>At the beginning of the 2012-13 school year, SPS begin full implementation of Google Apps for Education. The entire district was trained in logging in and using the Gmail application at the start of the school year. Other training was been ongoing throughout the year with regard to Googles Docs and Google Drive.</p> <p>Data at the end of the 2013-14 school year shows that the Google Apps for Education implementation has been very successful. Examples include:</p> <ul style="list-style-type: none"> Shared Google Calendars have been created and are being used across schools and within departments. Some teachers are sharing Google Calendars with parents and students. All staff are using Gmail for their SPS email Many staff at SPS are using Google Docs with their students All students now have Google accounts which give them access to Google Docs, and Google Calendar All SMS and SHS students also have Gmail accounts Some staff have conducted 	Ongoing

What Steps Will You Take?	Who Will Be Responsible?	When (be specific, e.g., by 10/1/13)?	How will you measure?	Comments	Status
				<p>training sessions on Google Apps for Ed</p> <p>During the 2014-15 school year, the LRIT plans to explore other Google plug-ins and apps that may have benefit for teaching and learning.</p>	
<p>4.3 Improve infrastructure to support regular maintenance, upgrades/enhancements related to tech plan action steps including such tech tools and resources as: email system (Gmail), wireless environments, network capabilities for mobile devices, back-up systems and redundancy, expanding access off-site to district resources, fiber optic connection to WS, Sville and Pinney, Cloud-computing, more transparent security</p>	<ul style="list-style-type: none"> • Director of Curriculum and Instruction • IT Department • Technology Integration Specialist 	<p>Begin work immediately and develop a timeline by 8/1/12 and annually thereafter</p>	<p>Infrastructure is supported through regular maintenance and upgrades, as budget permits. Infrastructure components are functioning efficiently and effectively.</p>	<p>Due in large part to the district's securing of a \$573,000 technology infrastructure grant, the IT Department has been able to make tremendous improvements to the SPS Infrastructure. The IT Department worked hard to complete the following upgrades this year:</p> <ul style="list-style-type: none"> • Installed/upgraded complete wireless network district-wide; this included changing out of existing infrastructure to create better capacity to support new state testing • Increased speed of network backbone by ten-fold from 1 gbps to 10 gbps • Installed the Kasper iOS deployment server • Created new network IP scheme, DHCP has been rolled out to all sites both for wireless and wired computers • Activated Gmail archive for the district • Created a functioning redundant Xen server farm 	Ongoing

What Steps Will You Take?	Who Will Be Responsible?	When (be specific, e.g., by 10/1/13)?	How will you measure?	Comments	Status
				<ul style="list-style-type: none"> Created a redundant backup plan for our backup devices Migrated to Google Drive and a better functioning system for accessing the intranet from home Investigated the cost of moving to an SPS-owned fiber solution; at this time, the cost is a bit high but will continue to monitor the ability of the district to move to this solution. At this point in time, the district has increased the speed between the buildings to 10 mbps through a dedicated fiber connection provided through Cox. With regard to security for the network, Stafford continues to use <i>Impero</i> which allows us to monitor, lock, and support the entire district remotely, both staff and students. This continues to improve the IT Department's efficiency and effectiveness as they troubleshoot and provide timely support from anywhere in district. <p>During the 2013-14 school year,</p>	

What Steps Will You Take?	Who Will Be Responsible?	When (be specific, e.g., by 10/1/13)?	How will you measure?	Comments	Status
				<p>Dean Fortin purchased licenses for a new back-up software. This ensures that if a disaster should occur, the IT Department will be able to bring the district back up within hours.</p> <p>In addition, during 2013-14, Stafford changed from the state's CEN Internet filtering system to Lightspeed's Bottle Rocket filtering system. This new filtering system has resolved security issues inherent in the old system and has increased the effectiveness of Stafford's filtering to ensure Internet safety for all users on the network.</p>	
4.4 Continue consistent funding and support for replacement cycle of Interactive whiteboards, associated peripherals, and workstations/ laptops	<ul style="list-style-type: none"> • Director of Curriculum and Instruction • IT Department • Technology Integration Specialist • Business Manager • Building Administrators • Superintendent 	Annually in alignment with the budget	The inventory of new technology demonstrates that there is a consistent level of funding supports the district's replacement cycle.	<p>Due to budget constraints, there was no funding for replacement of desktop work stations. There was very limited funding for replacement of peripherals. The district's local budget did provide funding for the purchase of one new laptop cart at Stafford Elementary School.</p> <p>However, solely due to the district's securing of a \$573,000 technology infrastructure grant, the IT Department was able to significantly improve the SPS hardware, including computers and peripherals. The following technology was purchased using these grant funds:</p>	Ongoing

What Steps Will You Take?	Who Will Be Responsible?	When (be specific, e.g., by 10/1/13)?	How will you measure?	Comments	Status
				<ul style="list-style-type: none"> • 1 iPad cart and 1 Chromebook cart for West Stafford • 1 iPad cart 1 Chromebook cart for Staffordville • 2 Chromebook carts and one laptop cart at SES • Chromebook carts and one laptop cart at SMS • 3 Chromebook carts for SHS • 100 desktop work stations for SES, SMS, and SHS <p>The infusion of this technology grant funding provided much greater access to technology hardware for teaching and learning and also for online assessments. Based on district technology funding levels, it would have taken more than a decade to acquire this much hardware.</p> <p>Due to reduced local funding, we anticipate very limited replacement of hardware, interactive whiteboards and peripherals for the 2014-15 school year.</p>	
4.5 Establish a filtering system protocol to restrict/unrestrict portions of Web sites such as You Tube	<ul style="list-style-type: none"> • Director of Curriculum and Instruction • IT Department • LRIT/Tech Leaders • Technology Integration Specialist • Building Administrators 	By 10/1/12 protocol will be submitted to Director of Curriculum and Instruction for approval by Superintendent by 10/15/12	An Internet filtering system protocol is in place that has been approved by the Superintendent.	A Web-site unblocking process was put in place and modified as needed during the 2013-14 school year. Teachers submit SchoolDude requests for blocking and unblocking requests. A review committee, which includes the Technology Team Leaders from each building, one IT Department	Done and ongoing

What Steps Will You Take?	Who Will Be Responsible?	When (be specific, e.g., by 10/1/13)?	How will you measure?	Comments	Status
				<p>staff member, and the administrator from the requesting school, reviews the requests and makes a consensus decision on each request.</p> <p>This protocol has been very successful. It will be continued for the 2014-15 school year.</p>	
4.6 Implement the filtering system protocol	<ul style="list-style-type: none"> IT Department Teachers LRIT/Tech Leaders Technology Integration Specialist Building Administrators 	Beginning 10/16/12, after protocol is approved by Superintendent and ongoing thereafter	Review of browsing history of students and staff shows that the filtering system and protocol are working effectively.	<p>The purchase and installation of <i>Impero</i> has been a major enhancement with regard to ensuring that the filtering system protocol is working effectively. Through <i>Impero</i>, the IT Department can easily track browsing history when there is questionable activity on the network. It also allows them to lock down equipment that is being used inappropriately.</p> <p><i>Impero</i> has been rolled out to teachers with great success and has allowed for better class control. We will continue to train teachers as need to help utilize other features built in.</p>	Ongoing
4.7 Provide assistive technology tools to support student learning	<ul style="list-style-type: none"> Director of Curriculum and Instruction Director of Pupil Services and staff Occupation Therapist Building Administrators Technology 	Daily as needs are identified	Review of data shows that students are using assistive technology tools to support their learning.	<p>Through the \$573,000 technology Infrastructure grant, SPS was able to purchase 60 iPads, 160 Chromebooks, 100 desktops, and 75 laptops to help support student learning as well as provide the needed hardware to implement the new state assessments. Lynn Reedy has trained both teachers and students in using the</p>	

What Steps Will You Take?	Who Will Be Responsible?	When (be specific, e.g., by 10/1/13)?	How will you measure?	Comments	Status
	Integration Specialist <ul style="list-style-type: none"> IT Department Teachers 			iPad and has chosen educational Apps that are appropriate for specific students' needs. Based on our research and discussion with other districts, Stafford has come to realize that different equipment has varied strengths. During 2014-15, the LRIT will be researching additional assistive tech tools. For example, Google is now offering Read&Write as a Google Doc add on which will provide the capability of reading text, predicting words, and translating.	
4.8 Explore options for implementing BYOD (Bring Your Own Device) including developing procedures, protocols, and policies	<ul style="list-style-type: none"> Director of Curriculum and Instruction IT Department LRIT/Tech Leaders Technology Integration Specialist Building Administrators EASTCONN Educational Technology Specialist Policy Committees 	By 6/30/2013	A pilot of BYOD provides data for determining whether it is a model to attempt district-wide. If deemed appropriate, data from the model is used to develop procedures, protocols, and policies for a district-wide implementation.	During the 2012-13 school year, the SPS Acceptable Use Agreement was revised to include the use of BYOD and SPS piloted BYOD at the high school level. BYOD is being implemented at SHS. Training has been made available to all high school teachers. There is limited use by teachers and students.	BYOD Pilot done at SHS; pursuing possible roll out in other schools in the future
4.9 Review and revise technology-related policies and their implementation as technology needs change	<ul style="list-style-type: none"> Policy Committees LRIT/Tech Leaders Technology Integration Specialist Building 	Annually at the beginning of each school year, by October 30 th	All technology-related policies will be reviewed and kept current on an annual basis.	The Acceptable Use Agreement (AUA) was reviewed in preparation for the BYOD pilot at SHS. It was revised to include language related to BYOD and social media. The	Ongoing

What Steps Will You Take?	Who Will Be Responsible?	When (be specific, e.g., by 10/1/13)?	How will you measure?	Comments	Status
	Administrators <ul style="list-style-type: none"> Director of Curriculum and Instruction 			decision was made to implement Google Apps for Ed district-wide. However, since Gmail was only deployed at the middle and high schools; there was no need to revise the AUA any further. Currently, no plans are in place for further revision unless new technologies warrant them.	
4.10 Review the Goal 4 Action Plan items and data to determine progress and make any needed revisions	Subcommittee of Tech Plan Committee	By 6/30/13 and annually thereafter	Accomplishments will be noted and revisions will be made, as needed, in annual Board of Education Status Report	See comments above for accomplishments. No revisions are needed at this time.	Ongoing

Goal 5: Productivity and Efficiency

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

Action Plan and Status Updates for Goal Area 5

What Steps Will You Take?	Who Will Be Responsible?	When (be specific, e.g., by 10/1/13)?	How will you measure?	Comments	Status
5.1 Design opportunities to facilitate physical and virtual collaboration to further develop 21 st Century teaching and learning and technology integration	<ul style="list-style-type: none"> Teachers Building Administrators PD Committee Technology Integration Specialist Library/Media Specialists 	Bi-annually	Shared network folders are being used by all staff. Teachers are collaborating using email and Google Apps for Education.	<p>Shared network folders are being used by all staff. Teachers are collaborating using email and Google Apps for Education. Teachers are sharing during grade level, department, and faculty meetings. In addition, they share on their school Web sites with parents and colleagues.</p> <p>The PD in Pajamas initiative is a collaborative virtual activity that provides teachers with opportunities to further develop 21st Century teaching and learning and technology integration.</p> <p>Edmodo groups are being used by Stafford teachers to facilitate physical and virtual collaboration within the district and across districts.</p>	Ongoing

What Steps Will You Take?	Who Will Be Responsible?	When (be specific, e.g., by 10/1/13)?	How will you measure?	Comments	Status
5.2 Use technology solutions to support Scientifically Research-Based Interventions (SRBI)/Response to Intervention (RtI), Student Success Plans, Secondary School Reform initiatives, and Common Core State Standards	<ul style="list-style-type: none"> • Director of Curriculum and Instruction • Curriculum Teams • Director of Pupil Services • Building Administrators • Technology Integration Specialist • Professional Development Committee 	Daily throughout each school year	SRBI data is current and being used to inform planning and instruction. Student Success Plans are complete and being implemented for all students in grades 6-12.	<p>The district uses SRBI data to identify needs. Based on teacher recommendations, resources are purchased, many of which are digital. In preparation for SBAC and Common Core curriculum activities, the district has identified digital products for purchase in 2013-14, e.g., universal screening assessments, reading inventories and skill development programs, etc.</p> <p>STAR, DIBELS, and Lexia Core5 Reading were all successfully implemented with the primary grade students.</p> <p>At the elementary level, STAR, Study Island, FASTT Math, Discovery Education, Lexia Core5 Reading, and Think Central were used for assessment and instruction.</p> <p>At SMS, STAR, Lexia Strategies for Older Students, Study Island, and Discovery Education have been implemented for SRBI.</p> <p>At SHS they are implementing STAR, Discovery Education, and Odysseyware Credit Recovery to support their SRBI efforts.</p> <p>We have closely examined current Web-based subscriptions to ascertain which are most effective</p>	Ongoing

What Steps Will You Take?	Who Will Be Responsible?	When (be specific, e.g., by 10/1/13)?	How will you measure?	Comments	Status
				and aligned with SBAC and CCSS. Due to budget constraints for 2014-14, we may have to eliminate some current subscriptions.	
5.3 Provide designated staff in all schools to implement and support goals in technology plan	<ul style="list-style-type: none"> • Director of Curriculum and Instruction • Superintendent • Building Administrators • Board of Education 	Annually aligned with the budget cycle	Tech Leaders, Library/Media Specialists, and IT Staff are in place throughout the district and are providing technology support to implement the goals of the tech plan.	<p>Since 2013-14, the IT Department is down by one full-time Computer Technician. SPS added over 300 new pieces of hardware to their existing inventory, which is more than a 40% increase in hardware. In recognition of this, as of 6/1/14, the budget included a new half-time Computer Technician. Tech Leaders, Library/Media Specialists, the Technology Integration Specialist, and the IT Staff continue to provide technology support to implement the goals of the tech plan.</p> <p>During 2013-14, a review of the roles and responsibilities of all technology support positions took place. Due to the emerging and increasing responsibilities outlined in the Tech Plan, new software and hardware implementations, and preparation for the SBAC adaptive online assessment that will be replacing CMT and CAPT, roles and responsibilities have shifted. Given these initiatives, it is critical that the district continue to support and provide funding of all technology positions.</p>	Ongoing
5.4 Review the Goal 5	Subcommittee of Tech	By 6/30/13 and annually	Accomplishments will be	See comments above for	Ongoing

What Steps Will You Take?	Who Will Be Responsible?	When (be specific, e.g., by 10/1/13)?	How will you measure?	Comments	Status
Action Plan items and data to determine progress and make any needed revisions	Plan Committee	thereafter	noted and revisions will be made, as needed, in annual Board of Education Status Report	accomplishments. No revisions are needed at this time.	

Appendix A: 21ST CENTURY SKILLS* STAFFORD PUBLIC SCHOOLS

1. Value and demonstrate personal responsibility, character, cultural understanding / global citizenship, and ethical behavior.
2. Work independently and collaboratively to solve problems and accomplish goals.
3. Use a variety of research tools/media to access, evaluate, and effectively apply information appropriate for authentic tasks, such as projects.
4. Effectively apply the analysis, synthesis, and evaluative processes that enable productive problem solving.
5. Communicate information clearly and effectively, using a variety of tools/media in varied contexts for a multiplicity of purposes.
6. Demonstrate innovation, flexibility, and adaptability in thinking patterns and work habits.

*These are largely based on the work of the Education Connection on consensus alignment of the following sources of 21st Century Skills: The International Society for Technology in Education, National Educational Technology Standards and Performance Indicators for Students, enGauge 21st Century Skills (North Central Regional Educational Laboratory and the Metiri Group), and the Partnership for 21st Century Skills.

Adopted by the BOE on 11/05/2010

Appendix B: Major Accomplishments for 2013-2014

Technology Integration Accomplishments - Facilitated by Lynn Reedy

- Continued to provide varied in-school, after-school training sessions that included the following:
 - Google Apps for Ed
 - Common Core State Standards Technology Projects/Web 2.0
 - Edmodo
 - Integrating Technology with GoMath K-5 program
 - Online Assessment Tools
 - Distance Learning Resources
 - Using Excel to Analyze and Display Data
 - Analyze Data using STAR Math and Reading Assessments
 - Glogster
 - iPad Implementation and Apps
 - Instructional Technology for Students with Special Needs
 - Android Implementation and Apps
 - BYOD Applications
 - Implementing Google Apps Across the District
 - Skype in the Classroom
 - Twitter
- Used funding from the PEGPETIA grant (\$68,036) to establish video conferencing partnerships for the 2013-14 school year; worked with a variety of school districts nationwide to implement distance learning projects
- Continued to provide teachers with Professional Learning Community (PLC) virtual resources.
 - Create and maintain a Pinterest page of resources related to technology integration at: <http://pinterest.com/lynnreedy>
 - Provide teacher/student Web bases resources site at <http://www.lynnreedy.com>
 - Offer virtual resources through an EdWeb Community at <http://home.edweb.net/>
- Completed another year as a Blog Coordinator for the Discovery Educator Network Connecticut Leadership Council
- Continued a partnership with Mimio and received reduced cost for various Mimio products
- Continued PD in PJ's session once a month in a partnership with Mansfield and trained staff on Web 2.0, Common Core Alignment to Technology and iPad/Android apps (archived sessions on Edmodo group page)
- Continued to expanded PD in PJ's audience to a national and international level
- Made connections with schools in NJ, NY, PA, and FL for a variety of student collaborative projects such as The Monster Exchange Project, Know Your States Project, and The Big Potato Project
- Connected teachers to Discovery Education live streaming Webinars on various topics that integrated technology across the curriculum
- Designed various Web 2.0 projects using tools such as Animoto, Blabberize, Edmodo, Padlet, Google Docs, Glogster
- Continued to work with students on enrichment activities in grades K-6, tied to CCSS
- Served as STAR Renaissance Learning leader and assisted teachers with analyzing STAR data to inform planning and instruction
- Served on the Technology Council for the EASTCONN RESC
- Worked with LRIT Committee to set up unblocking/blocking website protocol process

- Worked with LRIT Committee to set up a CCSS Alignment to Technology packet for teachers in each grade level
- Started an after school computer club for students in grades 6 through 8 at Stafford Middle School and for students in grades 4 and 5 at Stafford Elementary School; focus was on STEM (interactive online math game and Scratch computer programming)
- Assisted in the PASS Parent Night CCSS SBAC Informational Session
- Volunteered at the Staffordville Reading Night – used iPad technology and an interactive story book
- Worked with grade 5 students to create the first Stafford Elementary School online school newspaper using Google Docs
- Selected by Minno to pilot 65 Minno Android tablets in district
- Continued partnership with Long Island Sound Project and grade 6 students for videoconference and live field trip to support Long Island Sound Science curriculum unit
- Featured in Long Island Sound newsletter regarding the connection between Stafford and Long Island Sound
- Featured in Scholastic magazine, September 2013, on the effective use of technology integration projects with students
- Supported teachers in collaborative activities through the use of the Cisco videoconferencing which included:
 - Nebraska Museum Transcontinental Railroad
 - NASA Robotics Space Program
 - Collaborative creative writing activity with classes in NJ, NY, and PA
 - Collaborative state project with class in NY

IT Department Accomplishments- Led by Mr. Dean Fortin

- Successful revamped of the district's wireless environment and increase to the network infrastructure. Have increased the district's capacity to support wireless access points from 150 to 250 and increased speed to individual device.
- Changed the network back bone from 1Gb to 10Gb to support more and faster end users.
- Deployed over 20 new switches to support faster speeds.
- The replacement of the old controllers supports the current wireless standard and future proofing to allow migration of the access point to a newer standard when it becomes available.
- Supported the installation, configuration, migration and training for *PowerSchool*. A significant investment of effort and time was devoted to creating reports and customizations to pages to help make the use of *PowerSchool* easier for both teachers and administrators.
- Implemented a new Kasper server to help control and support the iOS community that is growing in Stafford. Currently there are 93 iPads in district and Kasper will help manage both apps and devices.
- Added over 400 devices: 100 new desktops, 210 Chromebooks, 60 iPads and 75 laptops. The bulk of the 100 replaced desktops saw life again with Windows 7 and redeployed as student machines.
- Activated Gmail archive for the district
- Created a functioning redundant Xen server farm

- Created a redundant backup plan for our backup devices
- Migrated to Google Drive and a better functioning system for accessing the intranet from home
- Investigated the cost of moving to an SPS-owned fiber solution; at this time, the cost is a bit high but we will continue to monitor the ability of the district to move to this solution. At this point in time, the district has increased the speed between the buildings to 10 mbps through a dedicated fiber connection provided through Cox.
- With regard to security for the network, Stafford continues to use *Impero* which allows us to monitor, lock, and support the entire district remotely, both staff and students. This continues to improve the IT Department's efficiency and effectiveness as they troubleshoot and provide timely support from anywhere in district.

Appendix C: Major Accomplishments for 2012-2013

Technology Integration Accomplishments - Facilitated by Lynn Reedy

- Offered varied in-school, after-school training sessions to include the following:
 - Google Apps for Ed
 - Common Core State Standards Technology Projects/Web 2.0
 - Edmodo
 - Integrating Technology with GoMath K-5 program
 - Online Assessment Tools
 - Distance Learning Resources
 - Using Excel to Analyze and Display Data
 - Analyze Data using STAR Math and Reading Assessments
 - Glogster
 - iPad Implementation and Apps (across the district and at St. Edward School)
 - Instructional Technology for Students with Special Needs
 - Android Implementation and Apps
 - BYOD Applications
 - Implementing Google Calendar Across the District
 - Skype in the Classroom
 - Twitter
- Secured funding from the PEGPETIA grant (\$68,036) and began establishing video conferencing partnerships for the 2013-14 school year
- Presented at various conferences around the nation: FETC, first annual T.I.E (Technology In Education) conference in MA on Web 2.0 and Interactive Whiteboards
- Provided teachers with Professional Learning Community (PLC) virtual resources.
 - a Pinterest page of resources related to technology integration at: <http://pinterest.com/lynnreedy>
 - Teacher/student Web bases resources site at <http://www.lynnreedy.com>
- Completed another year as a Blog Coordinator for the Discovery Educator Network Connecticut Leadership Council
- Continued a partnership with Mimio and received reduced cost for various Mimio products
- Continued PD in PJ's session once a month in a partnership with Mansfield and trained staff on Web 2.0, Common Core Alignment to Technology and iPad/Android apps (archived sessions on Edmodo group page)
- Expanded PD in PJ's audience to a national level
- Made connections with schools in GA, AL, FL, and CA for a variety of student collaborative projects such as Town Mouse Country Mouse and the Monster Exchange Project; Connected students to Discovery Education live streaming session on Journey to the Extreme: VIP Pass to Mars
- Various web 2.0 projects using tools such as Voice Thread, Blabberize, Edmodo, Wall Wisher, Google Docs, and Glogster were developed.
- Began working with students on enrichment activities in grades K-5, and grade 8 student tech group (tied to CCSS)
- Collaborated with Ellington High School Honor students and our grade 1 students in Staffordville with a Science unit using Skype
- Assisted EASTCONN in establishing a group on Edmodo to connect schools for SBAC information and collaboration
- Assisted teachers with STAR Assessment Pilot

- Presented at Staffordville to parents and teachers about the technology that is taking place in the school
- Worked with BOE member on various technology endeavors
- Served on the Technology Council for the EASTCONN RESC
- Provided parents with website resources for the Head Start Link bags
- Worked with LRIT Committee to set up unblocking/blocking website protocol process
- Worked with LRIT Committee to set up a CCSS Alignment to Technology packet for teachers in each grade level

IT Department Accomplishments

Accounting Server and IVEE Accounting Software

- Assisted with Initial setup and general maintenance of IVEE Software and Server

Google Apps Migration

- Performed Migration from old locally hosted Mail Server to Google Apps, retaining correspondence from the old server to the Google Servers.
- Researched and implemented Google Apps Directory Sync to better manage Google Accounts. Allows for Computer and Email accounts to be uniform and consistent with each other.

Windows Deployment Server

- Implemented the Free Windows Deployment Server software to assist with our computer maintenance needs. Allows for more efficient Computer Deployment.

Impero Software Management

- Implementation of *Impero*. This software allows us to remotely help users in district. This software also allows for remote software installation.
- Utilized *Impero* Software to assist teachers in managing the labs throughout district as well as individuals with lab settings in their classrooms.

Printer Deployment with GPO and Print Servers

- Configured multiple servers to operate as printer connection deployment servers. Allows for mass installation and management of printers in district. Allows for printer deployment to be more efficient.

Windows Server Update Services

- Established a home for Windows Server Update Services. Allows for central management of windows updates for all computers in district. Allows for updates to happen locally at satellite schools, freeing up traffic and slightly improving speeds.

Wireless

- Successful deployment of wireless at SHS. Installed over 45 access points, configured the wireless controller and access points increasing coverage considerably.
- Expanded wireless in West Stafford School to cover the entire school with basic coverage.

Re-configure Network Topography

- Prepared the network for the reconfiguration of the IP structure. Going from 192. To 172. IP scheme. All the computers in district were reconfigured from static IPs to dynamic IPs.

Core Server Upgrades

- Reconfigured the backup scheme for entire district. Added large capacity backup storage devices to allow for disaster recovery of critical servers. Also added backup Citrix Xen server to allow quick change from dead server to active server

iPad Management

- Created backup and rollout Mac Air for all iPads in district. This is used to maintain a way to restore a troubled iPad or new iPad

Software Installation for non-administrators

- Allows for easy installation and update of critical software for users without need to contact IT directly.

PowerSchool

- Assisted in the continuing implementation process for *PowerSchool* through phone support and group training sessions.

SchoolDude

- Over 800+ work requests completed



Appendix D: ISTE Position Statement on the Common Core State Standard

Source: <https://www.iste.org/standards/common-core>

ISTE believes digital learning plays a central and substantive role in ensuring all students graduate college and career ready. Technology, used effectively, can help all students meet and exceed the rigorous learning goals embedded in the Common Core State Standards by providing access to tools and resources that personalize instruction and creating rich, engaging and relevant learning environments.

As U.S. states and school districts implement the new Common Core State Standards, they have an unprecedented opportunity to collaborate and share best practices across geographic borders to ensure their students attain these new rigorous learning goals. With the advent of the 2014–2015 Common Core Online Assessments it is imperative that students' learning takes place in a robust digital learning environment in order for them to be successful on these new higher-order thinking assessments. Schools will have to make significant investments in infrastructure and hardware which will provide an extraordinary opportunity for extending and leveraging the use of technology to transform teaching and learning.

ISTE's Standards for learning, teaching and leading in the digital age set the standard for excellence and best practices. The ISTE Standards help educators build a firm foundation for teaching with technology and further the development of many of the same 21st century skills set forth by the Common Core State Standards, such as problem solving, critical thinking, creativity and collaboration skills. In addition, the ISTE Standards focus on the development of the digital skills that are requisite for success in workplace. Rather than being a set of content standards requiring stand-alone learning activities, the ISTE Standards include knowledge and skills that span the curriculum providing a firm foundation for the effective use of technology in any content area and, particularly, in support of the Common Core.

As the premier association for educators engaged in leveraging technology to improve teaching and learning, ISTE is poised to provide the professional development, resources and advocacy needed to support district leaders, principals and teachers as they infuse technology across the curriculum to increase student engagement, personalize learning, improve student achievement and, ultimately, help students master the Common Core State Standards. ISTE is committed to serving as a clearinghouse for the resources, tools and support that school leaders need to realize the synergy between the Common Core and the ISTE Standards, and to continuing to develop the practical resources that states, districts, schools and teachers need to make effective use of technology to improve student achievement.

Technology maximizes Common Core Success

Implementation will require critical investment

Billions of dollars

Estimated implementation costs at the state level

Key takeaway:

CCSS implementation will require a significant technology infrastructure investment—do everything you can to maximize it.

Use of Technology Infrastructure



Amount of time available for learning

Amount of time dedicated to CCES assessment

Regular access to technology improves learning

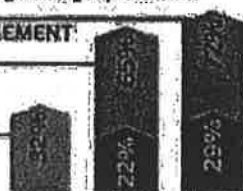
Impacts of Technology Integration

One-year study showing learning improvements

STUDENT ENGAGEMENT

INDEPENDENT SEAT WORK

PROJECT-BASED LEARNING



Key takeaway:

Leverage technology to improve CCSS outcomes for students.

Use technology to improve results



Home access to broadband



Personal smartphones

☐ Middle School Students
☐ High School Students

Key takeaway:

Students have access to and are comfortable with tech tools—leverage their tech savvy to improve learning.

1. Learn more about ISTE's position regarding CCSS and ISTE Standards Integration
2. Adopt ISTE Standards for Students, Teachers and Administrators
3. Engage in school improvement planning early and by robust technology integration

4. Plan professional learning for teachers and coaches
5. Implement digital-age learning and teaching in the classroom

Contact ISTE today!

ISTE
iste.org

In the US:
45 states adopted CCSS
 89,970 public schools impacted
 2,297,000 teachers to transition
 45,750,000 students to teach

Next steps: Implement CCSS and ISTE Standards together

What are the ISTE Standards?

The ISTE Standards are the definitive standards for learning, teaching, and leading in the digital age.

SOURCES

[illegible]

Magdalena Widomski

PK-1 Music, Staffordville School
PK-1 Music, West Stafford School
Band Director, Stafford Elementary School
Band Director, Stafford Middle School



Domain 6 Evidence 2013-2014

Staffordville School

- Walk Through
- Open House
- Faculty Meetings at each school
- SVS PTO Welcome Back Bash, 9.17.13
- One SVS PTO Meeting
- SVS PTO Fundraiser, 11.6.13
- SVS Saturday with Santa, 12.14.14
- SVS School Spirit Days
- SVS Winter Carnival, 2.21.14
- *Big Beautiful Planet*- First Grade Musical, 5.29.14
- “Ms. Widomski is Impressed!” notes home (SVS)
- SVS morning announcements
- Participation in SVS Dazzling Duckling Program
- Participation in SVS Get Caught Caring Program

West Stafford School

- Open House
- Faculty Meetings at each school
- WSS PTO
 - 9.25.13, 10.30.13, 11.20.13, 1.29.14
- WSS PTO Music Family Fun Night, 10.22.13
- WSS Chili Cook-off
- WSS Family Craft Night
- *Lemonade! The Musical*- Kindergarten Musical, 6.5.14
- Regular submissions to SVS/WSS Newsletters

Stafford Elementary School

- Faculty Meetings at each school
- SES Back to School Night at Chelle’s, 9.25.13
- SES Winter Concert, 12.18.13
- SES Band and Fourth/Fifth Grade Choir Spring Concert, 5.21.14
- SES Band Recruitment Concert, 6.2.14

Stafford Middle School

- Orientation
- Parent Night
- Faculty Meetings at each school
- SMS PTO Basil’s Fundraiser, 10.29.13
- SMS Stage & Select Choir Spaghetti Supper, 12.4.14
- Big E (with eighth grade band), 9.29.13
- SHS Homecoming (with middle school band), 10.25.13
- SHS Football Game (with middle school band), 11.22.13
- SMS Winter Concert, 12.10.13
- Eastern Region SMS Spring Concert, 5.13.14 Middle School Festival (with SMS band students), 3.7.14-3.8.14
- Memorial Day Parade (with middle school band), 5.26.14

Miscellaneous

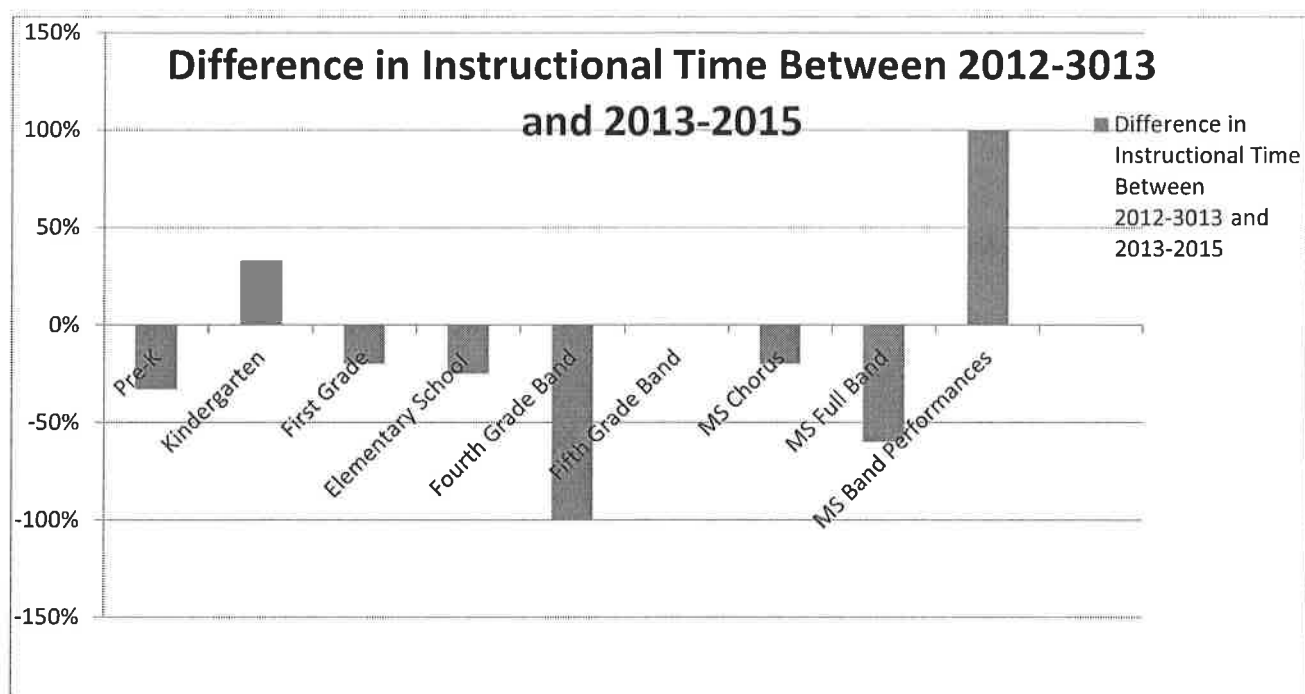
- One BoE meeting
- Hosting WCSU Jazz Orchestra, 11.4.13
- Speaking at New Teacher Support Meeting, 2.3.13
- Installment of district unified band t-shirts
- Taught a ballroom dance lesson to participants of the SHS Drama Club

Professional Development

- Stafford Public School Professional Development Days
 - CTPCF and CTPAF, 8.23.13
 - Establishing School Goals and Educator Evaluation, Part 1, 8.26.13
 - Establishing School Goals and Educator Evaluation, Part 2, 8.27.13
 - Elementary Music Report Card Revision, 11.1.13
 - Teacher Evaluation/Goal Setting/Data Analysis & Planning, 11.1.13
 - Elementary Music Report Card Revision, 5.7.14
- Music Curriculum Meetings
- Connecticut Music Educator Association Executive Board (Membership Co-Chair)
 - 9.21.13, 10.15.13, 12.3.13, 3.4.14, 3.7.14, 6.7.14
- American Orff-Schulwerk Association CT Chapter Workshops
 - Orff-Schulwerk Under Construction, 9.28.13
 - Chapter Share, 10.18.13
 - Body Music, 11.23.13
 - Feel Good: Engagement for All, 2.1.14
- American Orff-Schulwerk Association CT Chapter Executive Board (Member-at-Large)
 - 2.1.14, 6.8.14
- CT Music Educator Association Adjudicator Training Seminar
- CT Music Educators Association Annual In-Service Conference, 4.3.14-4.5.14

Difference in Instructional Time

	<u>2012-2013</u>	<u>2013-2015</u>	<u>Difference in Instructional Time</u>
Pre-K Music Instruction	30 Minutes	20 Minutes	- 33%
Kindergarten Music	30 Minutes	40 Minutes	+ 33%
First Grade Music	50 Minutes	40 Minutes	- 20%
Elementary School Music	60 Minutes	45 Minutes	- 25%
Fourth Grade Band	Half hour sectional per week, one full band rehearsal	Cut	- 100%
Fifth Grade Band	Sectionals spread over the course of the week Average size: 3 students	Sectionals all in one day Average size in '13-'14: 5 students Average size in '14-'15: 3 students, but the band is smaller overall	0%
Middle School Band Sectionals	48 minutes/week	48 minutes/week	0%
Middle School Full Band Rehearsals	240 minutes (5 periods)/ week with Mrs. Kleiner	48 minutes (1 period)/ week with Ms. Widomski 48 minutes (1 period)/ week with Mr. Duchon	- 80% with primary instructor - 60% overall
Middle School Chorus	240 minutes (5 periods)/ week with Mr. Duchon	192 minutes (4 periods)/ week with Mr. Duchon	- 20%
Middle School Band Performances	3/ year	6/ year	+ 100%



Holidays, Professional Development Days, and Snow Days

Holidays, professional development days, and snow days all have a huge impact on the schedule of subjects that only meet once a week. One day off is the equivalent of a week off for classroom teachers, and the days are not guaranteed to be made up at the end of the year. For example, in the 2013-2014 school years, several Wednesday morning classes were cancelled due to snow days. There was only one extra Wednesday in the extended school year.

Scheduled Days Off and Half Days in the 2014-2015 School Year*

Monday	Tuesday	Wednesday	Thursday	Friday
September 1- Labor Day October 13- Columbus Day January 19- MLK Jr. February 16- Presidents' Day March 16- PD May 25- Memorial Day	October 14- PD November 4- PD November 11- Veterans' Day (2 Consecutive Tuesdays)	September 17- PD December 3- ½ Day (Conference) March 11- ½ Day (Conference)	December 4- ½ Day (Conference) March 12- ½ Day (Conference) June 4- PD	April 3- Good Friday

*Schools Breaks (Thanksgiving, Winter, Spring) not included

How Do Other DRG F Schools Do It?

The following information was found on school websites. There was little information about schedules for elementary school general music.

- **East Windsor Middle School** has a 5/6 Band and a 7/8 Band.
- **Montville Public Schools** start band in fourth grade. Between the elementary school and middle school, there are four different bands: Fourth Grade Band, Fifth Grade Band, 6/7 Grade Band, and Eighth Grade Band.
- **Thompson Middle School** has separate a separate band for each grade, 5-8.
- **Plainville Public Schools** start band in fourth grade and have a separate band for fourth and fifth grade. Fourth graders have band and sectionals one day a week, and fifth graders have band and sectionals on a separate day of the week. The middle school band combines 6/7/8. The middle school schedule is as follows:

A–Day	B- Day	C- Day
8th Grade Flutes Clarinets	8th Grade Percussion	8th Grade Brass Saxophones
7th Grade Percussion Saxophones	7th Grade Trumpets Trombones French Horns	7th Grade Flutes Clarinets
6th Grade Clarinets Saxophones	6th Grade Trumpets Trombones	6th Grade Flutes Percussion
7TH GRADE BAND REHEARSAL	8TH GRADE BAND REHEARSAL	6TH GRADE BAND REHEARSAL

So, What Can Stafford Do?

Proposal #1:

Add a 0.4 instrumental music teacher. This person would teach the fifth grade band at SES two days a week, which allows sectional groups to stay at a practical size (five students or less). Ms. Widomski would work at SMS twice a week in order to have more instructional time with the students. Her schedule at WSS and SVS would stay the same as it is right now.

Sample Schedule:

	Monday	Tuesday	Wednesday	Thursday	Friday
Ms. Widomski	SMS	SVS	SVS/WSS	WSS	SMS
0.4 Teacher		SES	SES		

Proposal #2:

Add a 0.6 instrumental music teacher. This person would be at SES twice a week to work with fifth grade band students and at SMS once a week to provide the students with additional instruction. Ms. Widomski would work at SMS twice a week in order to have more instructional time with the students. Her schedule at WSS and SVS would stay the same as it is right now.

Sample Schedule:

	Monday	Tuesday	Wednesday	Thursday	Friday
Ms. Widomski	SMS	SVS	SVS/WSS	WSS	SMS
0.6 Teacher		SES	SMS	SES	

Proposal #3:

Add a 0.8 Instrumental music teacher. This person would take over the elementary and middle school bands. Ms. Widomski would stay between Staffordville School and West Stafford School. First grade music would return to fifty minutes, and kindergarten students would have two half hour music classes. This is made possible by the implementation of full-day kindergarten. The second class in the week would be a fully integrated music class, in which the emphasis is teaching classroom material through music. This is based on the model used at Redding Elementary School.

Sample Schedule:

	Monday	Tuesday	Wednesday	Thursday	Friday
Ms. Widomski	SVS	WSS	SVS	WSS	WSS/SVS
0.8 Teacher		SES	SMS	SES	SMS

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**STAFFORD PUBLIC SCHOOLS
OFFICE OF THE SUPERINTENDENT OF SCHOOLS**

October 3, 2014

Non-Affiliated Staff Position

POSITION: Intervention Specialist, 10-month Position

HOURS: 25 hours per week, flexible schedule as determined by
administration

LOCATION: Stafford High School

RESPONSIBILITIES:

- Provide tutorial support in high school language arts, math and science for students requiring intervention support in the settings such as whole class instruction, small group and/or one-to-one
- Implement instructional program developed by certified staff
- Implement lesson plans developed by certified staff
- Provide data to resource specialist(s) and classroom teacher(s) to assist with their evaluation of students(s)
- Assist certified staff with data analysis and implementing the adjustment of instruction based on individual student data
- Run math and literature labs for students in need of intervention

REQUIREMENTS:

- Four-Year College Degree
- Teacher Certification/experience preferred, but not required

SALARY: \$25 per hour, benefits do not apply.

CLOSING DATE: Open until filled.

Interested candidates should immediately send a letter of application (available at www.stafford.k12.ct.us), resume, three (3) letters of professional reference and copy of CT certification (if applicable) to:

Dr. Patricia A. Collin
Superintendent of Schools
16 Levinthal Run
Stafford Springs, CT 06076
Telephone (860) 684-2208, ext. 3
marinelli@stafford.k12.ct.us

E.O.E.

Posting #20