

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

BOARD OF EDUCATION
MEETING NOTICE

DATE:	July 20, 2021
TIME:	7:00 P.M.
PLACE:	Sarah Noble Intermediate School Library Media Center

AGENDA

New Milford Public Schools Mission Statement

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

1. CALL TO ORDER

A. Pledge of Allegiance

2. PUBLIC COMMENT

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

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

3. PTO REPORT

4. APPROVAL OF MINUTES

- A. Approval of the following Board of Education Meeting Minutes
 - 1. Special Meeting Minutes June 10, 2021
 - 2. Special Meeting Minutes June 14, 2021
 - 3. Regular Meeting Minutes June 15, 2021
 - 4. Special Meeting Minutes July 7, 2021

5. SUPERINTENDENT'S REPORT

6. BOARD CHAIRMAN'S REPORT

7. DISCUSSION AND POSSIBLE ACTION

- A. Policy for Approval
 - 1. 1324 Fundraising by Students
- B. Policies for Second Review
 - 1. 1325 Advertising and Promotion
 - 2. 3240 Tuition Fees
 - 3. 3260 Sales & Disposal of Books, Equipment & Supplies
- C. Twin Lakes Agreement
- D. Authorized Signature Change Request


RECEIVED
TOWN CLERK

2021 JUL 16 P 1:32

NEW MILFORD, CT

8. ITEMS FOR INFORMATION AND DISCUSSION

- A. Exhibit A: Personnel – Certified, Non-Certified Appointments, Resignations and Leaves of Absence dated July 20, 2021
- B. Monthly Reports
 - 1. Budget Position dated June 30, 2021
 - 2. Purchase Resolution: D-748
 - 3. Request for Budget Transfers
- C. Summer Update re Projects
 - 1. The Maxx
 - 2. ESG/NV5
 - 3. SNIS Oil Tank
 - 4. Other
- D. School Based Health Centers Update
- E. Mask Update
- F. 2020-2021 Fiscal Year End Balance Update

9. ADJOURN

**New Milford Board of Education
Special Meeting Minutes
June 10, 2021
Sarah Noble Intermediate School Library Media Center**

RECEIVED
TOWN CLERK
2021 JUN 11 P 4:05
NEW MILFORD, CT

Present:	Mrs. Wendy Faulenbach Mr. Pete Helmus Mr. Brian McCauley Mrs. Tammy McInerney Mrs. Eileen P. Monaghan Mrs. Olga I. Rella
Absent:	Mr. Joseph Failla Mrs. Cynthia Nabozny

Also Present:	Ms. Alisha DiCorpo, Superintendent of Schools Mrs. Catherine Calabrese, Interim Assistant Superintendent Mrs. Laura Olson, Director of Pupil Personnel and Special Services
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1. A.	Call to Order Pledge of Allegiance The special meeting of the New Milford Board of Education was called to order at 7:00 p.m. by Mrs. Faulenbach. The Pledge of Allegiance immediately followed.	Call to Order A. Pledge of Allegiance
2.	Public Comment • There was none.	Public Comment
3. A.	Item for Information and Discussion School-Based Health Centers • Ms. DiCorpo said Melanie Bonjour, from the CT Institute for Communities, will be presenting tonight regarding School-Based Health Centers. Ms. DiCorpo said she learned about Ms. Bonjour's work through Lisa Morrissey, New Milford's Health Director. Ms. DiCorpo said there is increased mental health needs PK-12 and while the district has already done a great deal of work at the Tier 3 level, they recognize additional needs coming out of COVID. A small group visited schools in	Item for Information and Discussion A. School-Based Health Centers

	<p>Danbury to view the mental health and primary care models. She said her goal tonight is to bring the information forward to the Board for discussion and feedback, prior to writing any costs into the ESSER III grant.</p> <ul style="list-style-type: none"> • Ms. Bonjour said she has been involved with School-Based Health Centers (SBHCs) in CT since their inception in 1993. Danbury High School opened its center in 1994. The mission of the School-Based Health Center is to “provide access to high quality, comprehensive physical and behavioral health services while being accessible, confidential, culturally sensitive and developmentally appropriate. Students will know and adopt behaviors that promote their health and overall well-being and experience reduced morbidity and mortality through early identification and targeted interventions.” • There are 93 state-funded centers in 25 communities in CT, providing access to 44,000 students. The most recent data shows 131,000 visits annually to centers, with 96.5% of students returning to class following treatment. • Goals of the SBHCs are to remove barriers to accessing timely, quality care; promote the physical and mental health of children and youth to ensure their access to comprehensive primary and preventive health care; emphasize early identification of physical and mental health concerns and the prevention of more serious problems through early intervention; and link students to medical primary care if they do not have it. • SBHC providers may include an Advanced Practice Registered Nurse, Licensed Clinical Social Worker or Licensed Professional Counselor, Medical Director, Licensed Dental Providers and support staff, depending on the model. Models can include behavioral health, medical, dental and health education services. They do not replace any existing school services, just enhance and strengthen what is already offered. • Behavioral health services include individual, group and family therapy. 	
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- Center staff work with school staff and health teachers to align their health education with the current curriculum.
- SBHCs require no out-of-pocket costs for services; most insurances can be billed for services and they do accept HUSKY. The insurance billing builds a self-sustaining program.
- Parents are requested to complete an enrollment form at the beginning of the year, giving permission for their child to be seen.
- Benefits of SBHCs include keeping students in school, preventing mental health crises, managing chronic diseases such as asthma and diabetes, improving academic performance and saving CT money by reducing ER visits.
- Ms. DiCorpo said the recent visits to Henry Abbott Tech and Rogers Middle School centers illustrated that the program is readily accessible.
- Mrs. Faulenbach said she was very impressed with how cohesive the centers are and by the knowledge of staff in having students serviced. She asked what the vision is logistically going forward.
- Ms. DiCorpo said her goal is to start small and build a sustainable program. The mental health piece does not require a lot of space and she has asked principals to start thinking about where it might be located. The mental health piece also has small start up costs. These start up costs spike when the medical piece is added due to the need for equipment for an exam room. Based on data from principals regarding mental health issues coming out of COVID, Ms. DiCorpo is envisioning a shared mental health provider for NES and HPS and one each at SNIS, SMS and NMHS.
- Mrs. Rella said her son used the SBHC for medical services while he was at Henry Abbott Tech and it was great to be treated in school and not lose time out. She would like to see both medical and mental health services provided in New Milford.
- Ms. Bonjour said the full service model is the golden egg, but it is more costly. If money is a concern, she recommends starting off with the

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June 10, 2021

Sarah Noble Intermediate School Library Media Center

	<p>mental health piece to build data that can then be taken to the community to look for additional funding. With the mental health piece, the only cost to the district is space and operational services such as lighting and internet. They also look for the district to help with promoting the program.</p> <ul style="list-style-type: none">• Mrs. McInerney asked how the program works with the district's existing nurses, social workers and counselors.• Ms. Bonjour said they suggest referrals to the SBHC for students who need a higher level of evaluation.• Mrs. McInerney asked if the SBHC prescribes medication. Ms. Bonjour said they are able to write prescriptions.• Mrs. McInerney asked Ms. DiCorpo if she plans to use ESSER III funds for start up. Ms. DiCorpo said yes and that she initially included the medical piece; but it is very expensive, averaging about \$150,000 per school. She said if the Board was interested in the medical piece, her recommendation would be to start at the high school and build up. Ms. DiCorpo envisions the mental health piece starting August 2021.• Mr. Helmus asked which sites in the state only offer mental health services. Ms. Bonjour said she would have to check. She said the ideal is to have the medical part too as they often work in conjunction with one another.• Mr. Helmus said the district already has supplemental behavioral health resources. He asked how the chain of command would work. He also asked about current staff reaction regarding job security. Ms. Bonjour said there is frequently some skepticism and a protective factor at first. It takes time to understand what the SBHC does, providing the next level of care beyond what the staff already does, and that it is a true partnership. She said of all the SBHCs in CT, none have closed; they are all successful.• Mrs. Faulenbach noted that the start-up costs for the medical piece are front loaded. She suggested it might be financially beneficial to	
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use ESSER III funds to make this capital expenditure happen.

- Ms. Bonjour said the most successful programs occur when the district and community plan together to identify needs.
- Mr. Helmus asked for Mrs. Olson's comments regarding SBHCs.
- Mrs. Olson said any time we can provide more services to students that is a good thing. She has a few concerns about the roll out and timing. She said it will be important to take time to explain the process to all. She asked if the district will have a say in personnel hiring. Ms. Bonjour said the district can certainly be a part of that.
- Ms. Bonjour said they understand they are guests in the schools and that it will take time for the natural evolution of the program. The shared goal for all is their interest in supporting children.
- Mr. Helmus asked that Ms. Bonjour sit with Ms. DiCorpo and Mr. Giovannone to go over finances so that they are clearly articulated.
- Mrs. Faulenbach asked if donations were accepted. She is thinking of New Milford Hospital as a resource. Ms. Bonjour said they are welcome.
- Mr. Helmus asked Ms. DiCorpo if she had considered the full program of medical and behavioral health for HPS, which has the highest EL numbers.
- Ms. DiCorpo said originally she looked at a full program for every school, but cost was a concern, especially since it would need to be self-sustaining once ESSER funding is gone. She wants to make sure the program stays over time. She said if the Board wants her to pursue that, she can work out the specifics regarding physical space and funding and present it.
- Mrs. Faulenbach said the ongoing feasibility study would be helpful in that regard.
- Mr. Helmus said he supports the idea; the more help the better. He would like to see more of the details.
- Mrs. Monaghan said she really likes the continuity of services for students and that the records follow with them. She said we can

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Sarah Noble Intermediate School Library Media Center

	<p>always use more services for students and this may lighten the load for others.</p> <ul style="list-style-type: none">• Mrs. Rella said the accessibility is very helpful. Parents don't have to leave work to take the child to an appointment or keep the child out of school while waiting for an appointment. Students quickly develop a comfort level with the SBHC too.• Mr. McCauley said he feels schools need more mental health resources and that this is what ESSER funds are for. He likes the idea of the medical clinic too. It will help schools even more to become an essential part of the community.• Mrs. Monaghan asked for clarification that the goal is to use ESSER III funds for all five.• Ms. DiCorpo said they would launch and pay for the first year start up for all five out of ESSER III. She said it would be important to include secretarial support and that cost, as well as to recognize which sections of the grant would not be self-sustaining.• Ms. DiCorpo said she thinks the transition is the most important part. She said the plan is to start with a launch of the mental health piece and have personnel meet with core teams such as the nurses, counselors and administrators. It will be important to make sure parents understand the options too; forums will be good for that. She said it will be important to ease into the rest of the start up. She said the medical part will take longer to set up, so she doesn't want to be held to an August date for start. It will take longer.• Ms. DiCorpo asked about the involvement of community based organizations that service students, the Youth Agency for example.• Ms. Bonjour said there is a Community Advisory Board and all with a student service connection are welcome and have an opportunity to be part of the discussion. She said the most successful programs have community input and information sharing.• Mrs. Faulenbach thanked Ms. Bonjour for the presentation and dialogue. She asked any Board members who would like follow up	
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	information to go through Ms. DiCorpo so that she can share answers with all.	
4.	Adjourn Mrs. McInerney moved to adjourn the meeting at 8:37 p.m., seconded by Mrs. Rella and passed unanimously.	Adjourn Motion made and passed unanimously to adjourn the meeting at 8:37 p.m.

Respectfully submitted:



Tammy McInerney
Assistant Secretary
New Milford Board of Education



Connecticut Institute
For Communities, Inc. | CIFIC

Greater Danbury Community Health Center
"Strengthening Families, Building Communities"



School-Based Health Centers

"HEALTHY KIDS MAKE BETTERS LEARNERS"



Our Mission

Connecticut Institute For Communities, Inc. (CIFIC – pronounced “Civic”) is an independent, non-profit, IRS recognized Section 501(c)(3) community development organization, serving low- and moderate-income families in the communities of Western Connecticut, with headquarters at Danbury, CT. CIFIC is dedicated to advancing our communities, and fostering greater opportunities for the individual residents of our service areas, through a combination of **health, education, housing, and economic development services.**

HISTORY – GDCHC 2010 - 2015

- **2010**: GDCHC opened as an FQHC. GDCHC is a d/b/a of CIFC; CIFC itself is the Community Health Center.
 - 10 town service area: Bethel, Bridgewater, Brookfield, Danbury, New Fairfield, New Milford, Newtown (including Sandy Hook), Redding, Ridgefield, and Sherman.
- **2011**: Added mobile health van.
- **2012**: Added Women, Infant and Children's Nutrition (WIC) Program and Supplemental Nutrition Assistance Program (SNAP). Opened a satellite at Henry Abbott Technical High School.
- **2013**: GDCHC assumed operation of the three (3) School-Based Health Centers at Danbury High School, Rogers Park Middle School (Danbury), and Broadview Middle School (Danbury).
- **2014**: Achieved Level III Patient Centered Medical Home Status from the National Committee on Quality Assurance (NCQA).
- **2015**: Opened a School Based Health Center at Newtown Middle School.
- **2015**: Added Behavioral Health and basic Dental services to Scope.

HISTORY - GDCHC 2016 - 2020

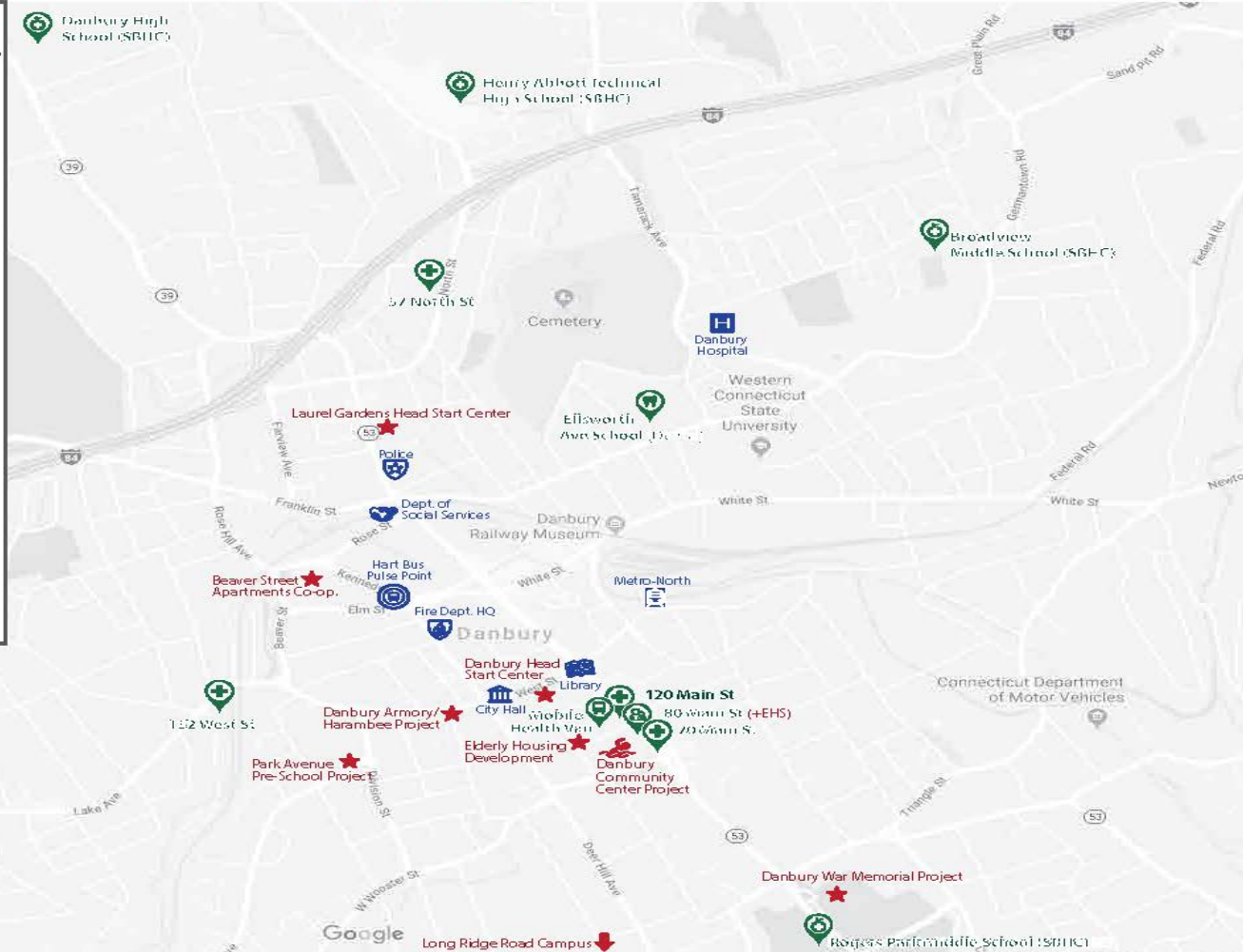
- **2016:** Added new 70 Main Street location. Received Oral health expansion grant.
- **2017:** New 120 Main Street Site opened. Received PCMH 3 re-certification. Added 152 West Street location (Adult Behavioral Health).
- **2018:** Added new dental operatories at 120 Main Street; new dental location at Ellsworth Avenue School, launched a re-fitted mobile van with dental services. 100% compliant OSV in Feb/March 2018. Received AIMS funding.
- **2019:** Expanded 340B pharmacy program; Received Integrated behavioral health funding; Focused on diabetes QA/QI metric and other QA/QI initiatives.
- **2020:** Began telehealth services in the wake of COVID-19; Launched a drive-thru COVID testing and pop-up program that has conducted approximately 7700 tests to date. (Approximately 9% of those 7700 have been COVID positive results.)

CIFC GDCHC Sites

11/01/2020

Greater Danbury Community Health Center
Service Site Locations

- 120 Main St - Central Site** - Dental, Pediatrics, Internal Medicine (IM) & Behavioral Health
- 57 North St** - Internal Medicine (IM)
- 70 Main St** - IM & Women's Health
- 80 Main St** - WIC Program
- 152 West St** - Adult Behavioral Health **Mobile**
- Health Van** - IM, Pediatrics & Dental
- Henry Abbott Tech. High School-SBHC** Pediatrics & Behavioral Health
- Danbury High School-SBHC** Pediatrics, Behavioral Health & Dental
- Rogers Park Middle School-SBHC** Pediatrics, Behavioral Health & Dental
- Broadview Middle School-SBHC** Pediatrics & Behavioral Health
- Newtown Middle School-SBHC** Pediatrics & Behavioral Health
- Ellsworth Ave School** - Dental



CIFC SBHC Mission

The mission of the CIFC GDCHC School-Based Health Center is to “provide access to high quality, comprehensive physical and behavioral health services while being accessible, confidential, culturally sensitive and developmentally appropriate. Students will know and adopt behaviors that promote their health and overall well-being and experience reduced morbidity and mortality through early identification and targeted interventions.”

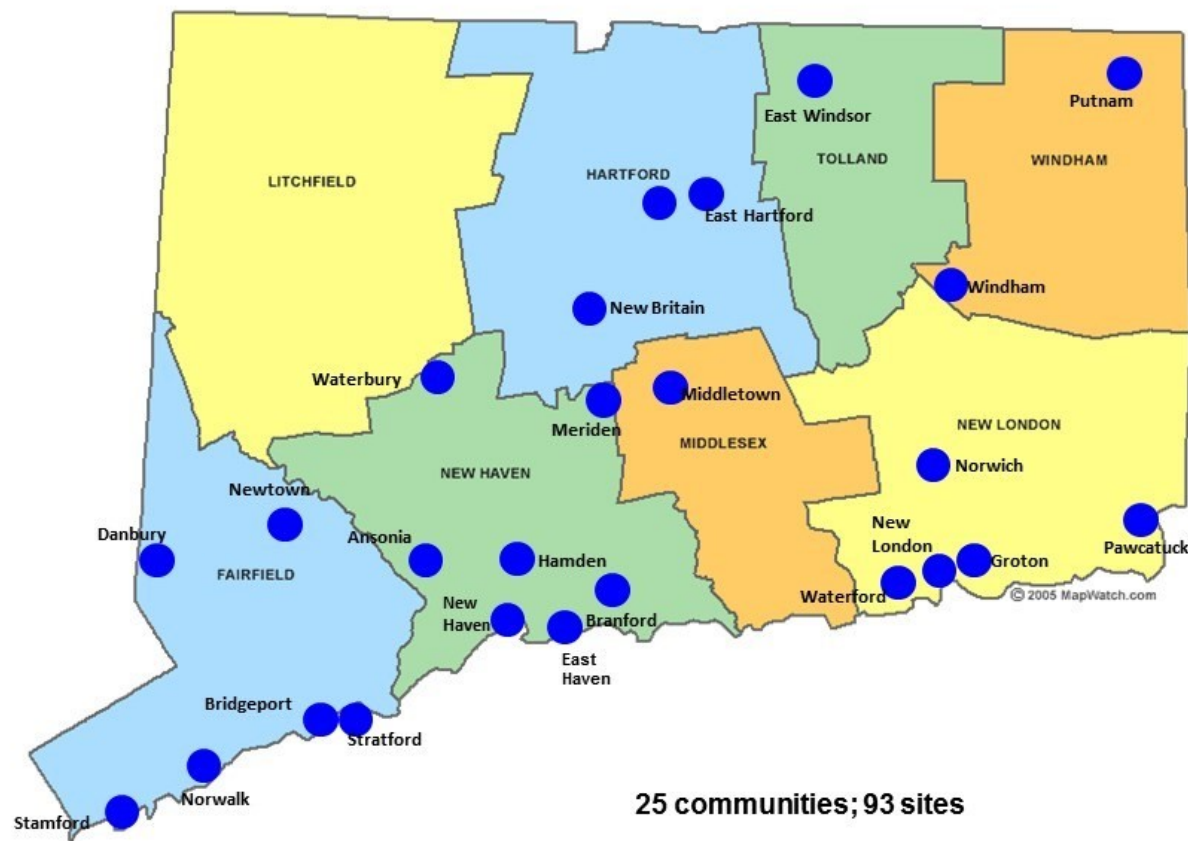
❑ 93 State-funded centers
in 25 Communities

❑ 44,000 students access
Healthcare

❑ 131,000 visits annually at
Centers

❑ 96.5% of students return
to class following
treatment

Distribution of State-funded School Based Health Centers in Connecticut



Goals of the SBHCs



Remove	Remove barriers to accessing timely, quality care
Promote	Promote the physical and mental health of children and youth to ensure their access to comprehensive primary and preventive health care
Emphasize	Emphasize early identification of physical and mental health concerns and the prevention of more serious problems through early intervention
Link	Link students to a primary care medical home if they do not have one



CIFC SBHC Locations

- Danbury High School
- Henry Abbott Technical High School
- Rogers Park Middle School
- Broadview Middle School
- Newtown Middle School
- Ellsworth Avenue Elementary School



SBHC Providers

Advanced Practice Registered Nurse (APRN)

Licensed Clinical Social Worker (LCSW) or Licensed Professional Counselor (LPC)

Medical Director

Licensed Dental Providers (Dentist, Registered Dental Hygienist and Dental Assistant)

Support Staff (Medical Assistant, Office Personnel)



Medical



Behavioral Health



Dental Services (at some
sites)



Health Education

Services Provided by SBHCs

Medical Services

- Physical exams/health assessments/screenings for health problems
- Diagnosis and treatment of acute illness and injury
- Diagnosis and management of chronic illness
- Immunizations
- Health promotion and risk reduction
- Nutrition and weight management
- Reproductive health care
- Laboratory tests
- Prescription and/or dispensing of medication for treatment
- Referral and follow-up for specialty care that is beyond the scope of services provided in the SBHC



Behavioral/Mental Health Services



- Assessment, diagnosis and treatment of psychological, social, and emotional problems, both in person and telehealth
- Crisis intervention
- Individual, family, and group counseling or referral for same if indicated
- Substance abuse and HIV/AIDS prevention
- Outreach to students at risk
- Support and/or psycho-educational groups focusing on topics of importance to the target population
- Advocacy and referral for such services as day care, housing, employment, job training, etc.
- Consultation to school staff and parents regarding issues of child and adolescent growth and development
- Referral and follow-up for care that is beyond the scope of services provided in the SBHC

Health Education

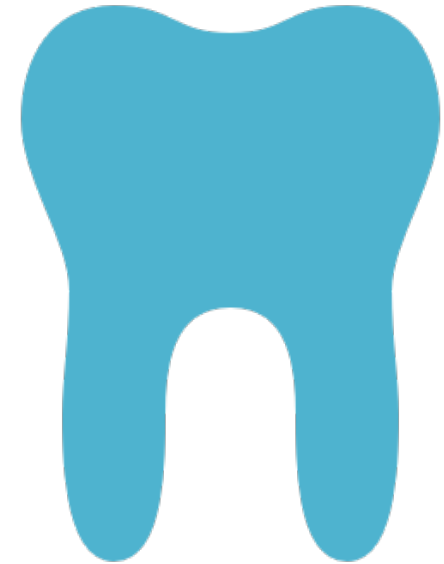
- Consultation to school staff regarding issues of child and adolescent growth and development
- School staff and parent training regarding issues of importance in target population
- Individual and group health education
- Classroom presentations



SBHC Dental Services

Services may include:

- Screenings
- Prophylaxis'
- Fissure Sealants
- Diagnostic X-rays
- Treatment for carries
- Simple extractions
- Referral and follow-up for care that is beyond the scope of services provided in the SBHC





Ellsworth Avenue Elementary School Dental Service Site & CIFIC Mobile Dental Van

Payment for SBHC Services

SBHCs require no out-of-pocket costs for services

Most insurances can be billed for services

Accepted Insurances include:

- Medicaid (HUSKY, Title 19)
- Some Private Insurances

Data From 2018-2019 School Year

	DHS, BMS, RPMS* (DPH Funded)	NMS (DPH Funded)	HATS (Non-DPH Funded)
Total # of Students Enrolled in all Schools	5,034	683	671
Total # of Patients Enrolled in the SBHCs	4,119	343	566
% of Total School Population Enrolled	82%	50%	84%
Total # of Patient Visits	4,934	566	295
Total # of Medical Visits	2,968	222	0
Total # of Behavioral Health Visits	1,693	344	340
Total # of Dental Visits	243	N/A	N/A

*Percentage enrolled will continue to increase as students are aware of the SBHC services, staff referrals are heightened and students self-report

Benefits Of School-Based Health Centers

Emergency Room ¹	\$1,831
Urgent Care	\$153
SBHC ²	\$100

Comparison Of Per Visit Costs

Average Cost of treatment for Asthma:

ER visits average 4.5 Hours; includes visit, breathing treatment, medications

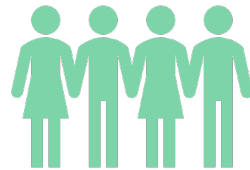
Students receive treatment and return to class!

- Keeps Students in School, Lowers Absenteeism
- Saves Connecticut money by reducing ER visits
- SBHCs improve academic performance, increase attendance, and reduce dropout rates
- Manages Asthma, Diabetes, Obesity, and other Chronic Diseases
- Prevents Mental Health Crises

What Students Have to Say About the SBHCs

Ratings of Care at all Sites

- Excellent - **73.58%**
- Good - **25.66%**
- 27.76%** of students would have done nothing if the SBHCs were not there



*Quotes from
2019 Student
Satisfaction
Surveys

“They help with my health improvement so I feel less sick and don’t worry as much about going to the ER to receive certain medication.”

“I like the SBHC because I’m able to talk to someone who will listen and not criticize or judge me. I just feel so comfortable coming here. I trust the SBHC.”

For More Information...

Contact: **Melanie Bonjour, SBHC Manager:** BonjourM@ct-institute.org

Telephone: (203) 743-9760 ext. 3411

Connecticut Institute for Communities website: <https://www.ct-institute.org/>

Thank you!

**New Milford Board of Education
Special Meeting Minutes
June 14, 2021
Sarah Noble Intermediate School Library Media Center**

RECEIVED
TOWN CLERK

2021 JUN 15 A 11: 14

NEW MILFORD, CT

Present:	Mrs. Wendy Faulenbach Mr. Pete Helmus Mr. Brian McCauley Mrs. Tammy McInerney Mrs. Eileen P. Monaghan Mrs. Olga I. Rella
Absent:	Mr. Joseph Failla Mrs. Cynthia Nabozny

Also Present:	Ms. Alisha DiCorpo, Superintendent of Schools Mrs. Catherine Calabrese, Interim Assistant Superintendent Ms. Jamie Terry, Technology Director
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1. A.	Call to Order Pledge of Allegiance The special meeting of the New Milford Board of Education was called to order at 7:10 p.m. by Mrs. Faulenbach. The Pledge of Allegiance immediately followed.	Call to Order A. Pledge of Allegiance
2.	Public Comment • There was none.	Public Comment
3. A.	Item for Information and Discussion Strategic Planning • Jonathan Costa, Assistant Executive Director for EdAdvance, presented regarding Strategic Coherence Planning. Mr. Costa said the conceptual goal is to prepare every student for learning, life, and work beyond school. The Strategic Process seeks to focus, enhance and align systems of learning to ensure you have the best possible opportunity to achieve that goal. In this system, stakeholders agree on an outcome and then align systems with it, and come up with key indicators of success if it is	Item for Information and Discussion A. Strategic Planning

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Sarah Noble Intermediate School Library Media Center

	<p>working. Assessment is a critical part of the process. Mr. Costa said it is not about reinventing the wheel, it is building on what the district already has. He said the district should not need additional annual resources if the process is done properly. He said the typical timeline is a six month process. If starting in September, the process will be mostly complete by December/January so the Board will know the key priorities prior to the budget process. The overall cost of the planning is driven by consultant time and amount of community involvement.</p> <ul style="list-style-type: none"> • Ms. DiCorpo asked how the district will know how it is doing in the process in real time. • Mr. Costa said through review of the systems framework, the way the work is getting done, and review of data and documents. • Mr. Helmus said this is a complex system and he wonders if it will be difficult to implement. • Mr. Costa said not if you work through the process and build upward as you go. The goal is incremental progress. • Mr. Helmus said that another example of concern might be parents who have issues with the judgement of the new assessment. • Mr. Costa said it is about finding those things that everyone agrees are important and focusing on those. The goal is to make objectives so transparent that it is in everyone's best interest to make them succeed. Focus should be on what matters most for ultimate student success. • Mrs. Monaghan asked if the process will involve a rewrite of curriculum. • Mr. Costa said it could, but that is not definite. It is more about closing the gaps than starting from scratch. • Mrs. Monaghan asked if the process looks vertically or horizontally and Mr. Costa said it does both. • Mrs. McInerney asked what the Strategic Planning Committee will look like. Mr. Costa said it is typically anywhere from 16-26 people with 60% staff and 40% Board and community. • Mrs. Faulenbach noted that a good Strategic Plan doesn't sit on the shelf when the process 	
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	<p>is complete. She asked if there is a plan for follow up and check in.</p> <ul style="list-style-type: none"> • Mr. Costa said in every place that this process works, it is key to come back to it and review. He said planning strategies should not go more than one year out for that reason. • Mrs. Monaghan asked how special education students fit into the plan. Mr. Costa said there is equity language all the way through, all means all. • Mrs. Faulenbach asked if the plan is to move forward with this process in September. Ms. DiCorpo said that is correct. • Mr. Costa said they will look to form the large planning group, from which subcommittees will evolve. The entire community will be offered some level of participation. • Mrs. McNerney wondered if people should be approached now to gauge interest. • Mrs. Faulenbach said they will use the summer to outline the process further. She said it is exciting to be starting. There is a need for a Strategic Plan, and the use of alternate funding separate from the operating budget is a bonus. 	
4.	<p>Discussion and Possible Action</p> <p>A. Discussion and evaluation of Board members' roles and performance. Executive session anticipated. The Board may take action when it returns to public session.</p> <p>Mrs. Rella moved to enter into executive session for discussion and evaluation of Board members' roles and performance, and to invite into the session Ms. Alisha DiCorpo, seconded by Mr. McCauley.</p> <p>The motion passed unanimously.</p> <p>Entered Executive Session at 8:18 p.m.</p> <p>The Board returned to Public Session at 10:01 p.m.</p>	<p>Discussion and Possible Action</p> <p>A. Discussion and evaluation of Board members' roles and performance. Executive session anticipated. The Board may take action when it returns to public session.</p> <p>Motion made and passed unanimously to enter into executive session for discussion and evaluation of Board members' roles and performance, and to invite into the session Ms. Alisha DiCorpo.</p>
5.	<p>Adjourn</p>	<p>Adjourn</p>

Special Meeting Minutes

June 14, 2021

Sarah Noble Intermediate School Library Media Center

	Mrs. Rella moved to adjourn the meeting at 10:02 p.m., seconded by Mrs. Monaghan and passed unanimously.	Motion made and passed unanimously to adjourn the meeting at 10:02 p.m.
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Respectfully submitted:



Tammy McInerney
Assistant Secretary
New Milford Board of Education



Strategic Coherence Planning

What, Why and How?

Jonathan P. Costa, Sr.

Spring, 2021

costa@edadvance.org





The Conceptual Goal

To prepare
EVERY student
for **learning, life,**
and **work**
beyond school.

New Milford Mission

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

The Strategic Process



To focus, enhance and align systems of learning **(curriculum, instruction, and assessment)** to ensure you have the **best possible opportunity** to achieve that goal.

Coherence/Focus

**Align the
Systems That
Matter
Most**





- The Board of Education, Superintendent, and administration are committed to **the systemic acquisition of the Vision of the Graduate through focused, deep learning for all students.**
- Board, administration, and district leadership are committed to **equitably** aligning district systems **to support the systemic acquisition of the Vision of the Graduate through focused, deep learning for all students.**
- Board, administration, and district leadership are committed to developing the capacity and competencies to support the **systemic acquisition of the Vision of the Graduate through focused, deep learning for all students.**

Regional School District 17 Vision of the Graduate



A graduate of the RSD17 School District is a compassionate critical thinker, who collaborates to solve problems, and is prepared to contribute to improving our world.



The main thing...

...is to make sure

“The Main Thing”

remains

the main thing.

Coherence/Focus

**Align the
Systems That
Matter
Most**

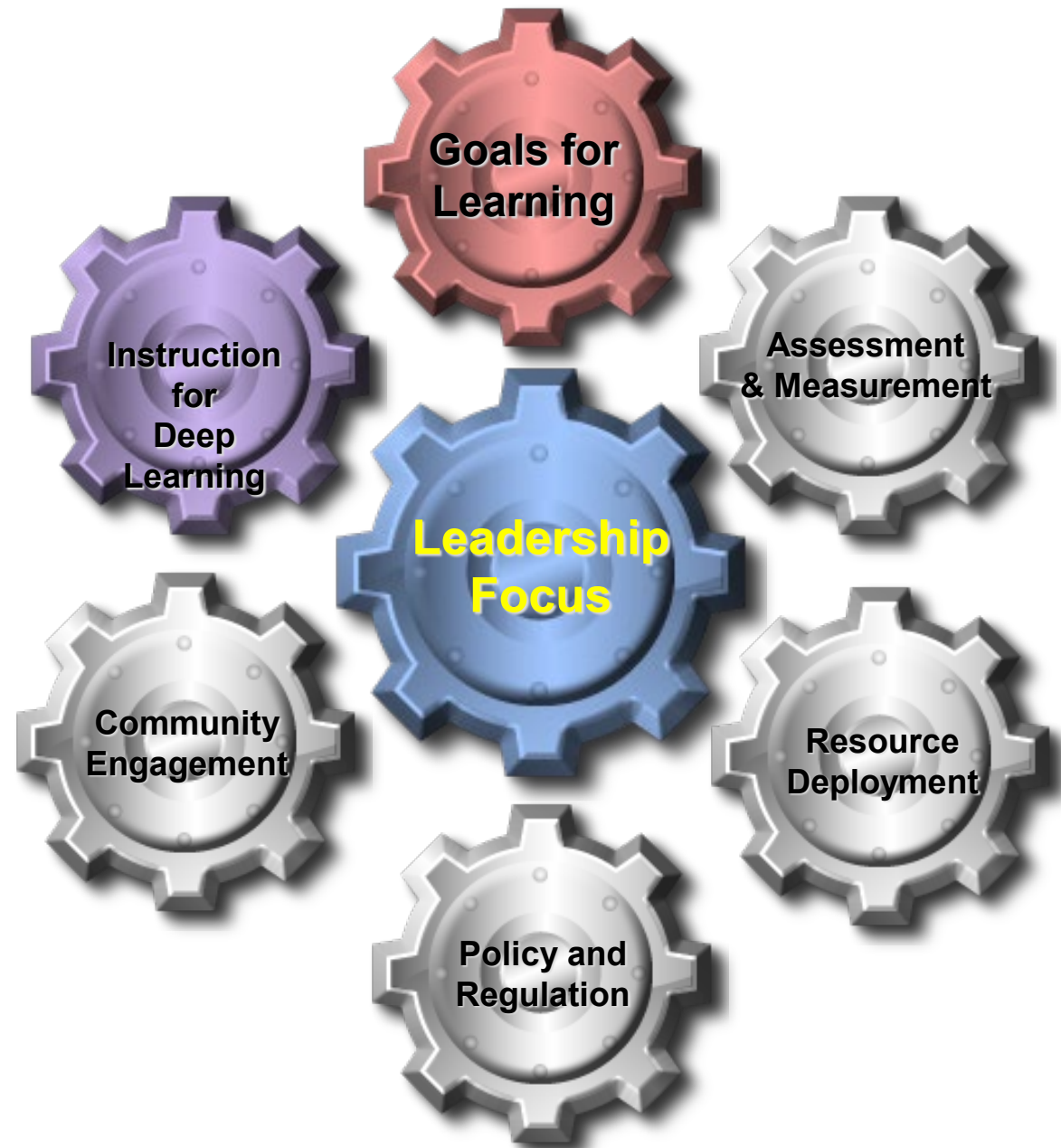




1. **Goal setting context and philosophy** – there is an established Vision of the Graduate, equitable outcomes for all, and the focus is on deep learning rather than coverage.
2. **Goal setting processes** – the annual district, building/course and professional goals are focused on high leverage student learning goals, clearly tied to a data-based need, and are aligned through the Pre-K to 12 system.
3. **Goal setting support and engagement** – students, parents, staff and other constituents are well informed regarding the rationale that inform the district's student learning goals at every level.
4. **Materials and resources** – instructional and assessment materials provided by the district show evidence of alignment and focus with the district's critical student goals for learning.

Coherence/Focus

**Align the
Systems That
Matter
Most**





1. The existence of a **unified vision of the characteristics of deep learning** and the instructional practices that lead to effective, higher order student engagement
2. The use of **digital learning** resources to support rigorous instruction.
3. The alignment of **professional learning practices** with these articulated priorities.
4. Evidence of **specific equity strategies** designed to ensure that all students are achieving at high levels.

Boston Massacre:
An Important Event in American History

1. Read Chapter 6 – focus on the pages that describe what happened in the Boston Massacre and the events that followed it.
2. Answer the end of chapter review questions related to the massacre.
3. Bring your answers to class and be prepared to discuss them with your classmates.



Designed for a
“just in case”
curriculum.

Designed for a
“just in time”
curriculum.

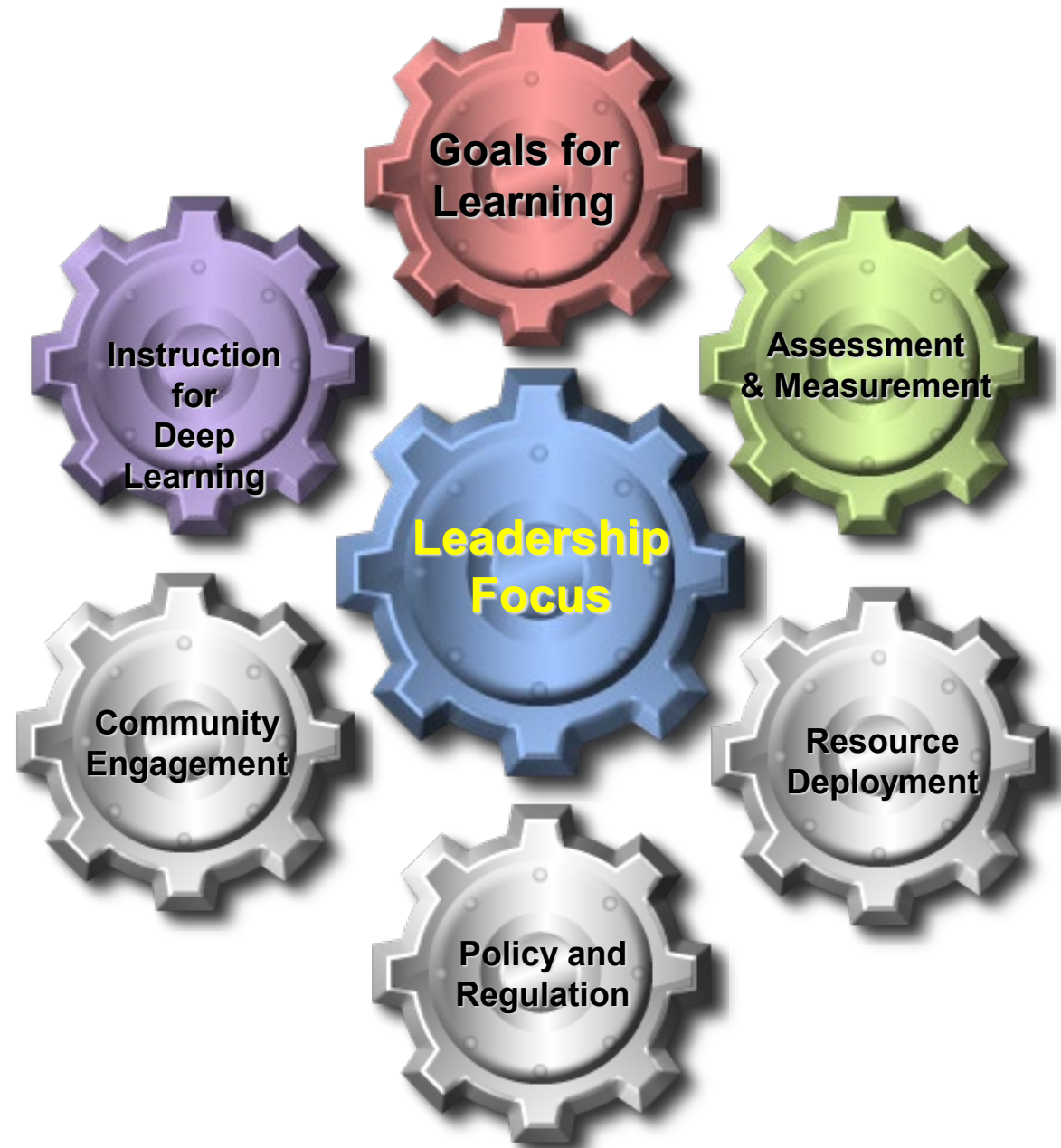


Boston Massacre: Murder or Justifiable Homicide?

1. Team One find 5 historical narratives by different authors
 2. Team Two find 5 primary source documents from the trial
 3. Team Three find 5 British history references and opinions
 4. Team Four find 5 contemporaneous editorials.
- Present your work to the other teams.
 - Create a narrative outline of the event that includes data from all four teams.
 - Create a work that defends your summary/conclusion with your facts and evidence.
 - Be prepared to share your product with others if called upon.

Coherence/Focus

**Align the
Systems That
Matter
Most**





1. **Assessment philosophy and practice** (including balance between formative and summative assessment resources).
2. **Assessment capacity** (the ability to effectively measure the things that matter most).
3. How data collection practices **support priority goals for learning**.
4. How both **professional measures and measures at the building and district level also support feedback** for improved student and professional performance.

Coherence Is Supported by Assessment

Measure what you
value, value what
you **measure**.

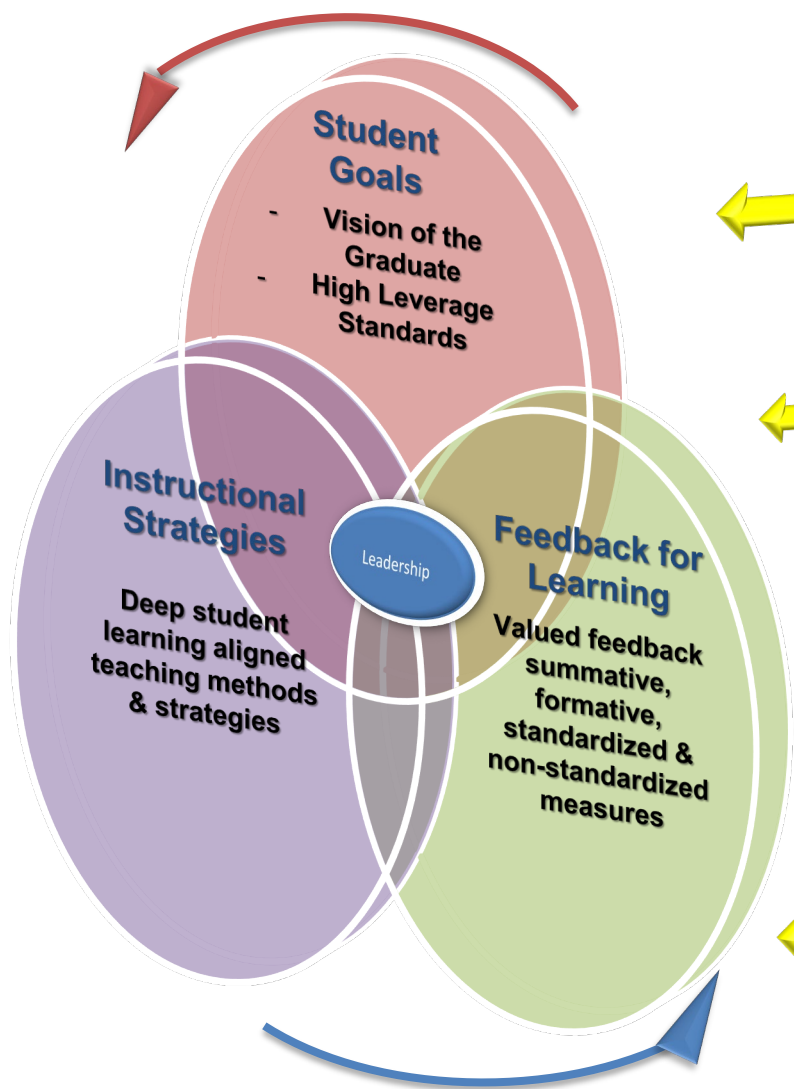


Reliability

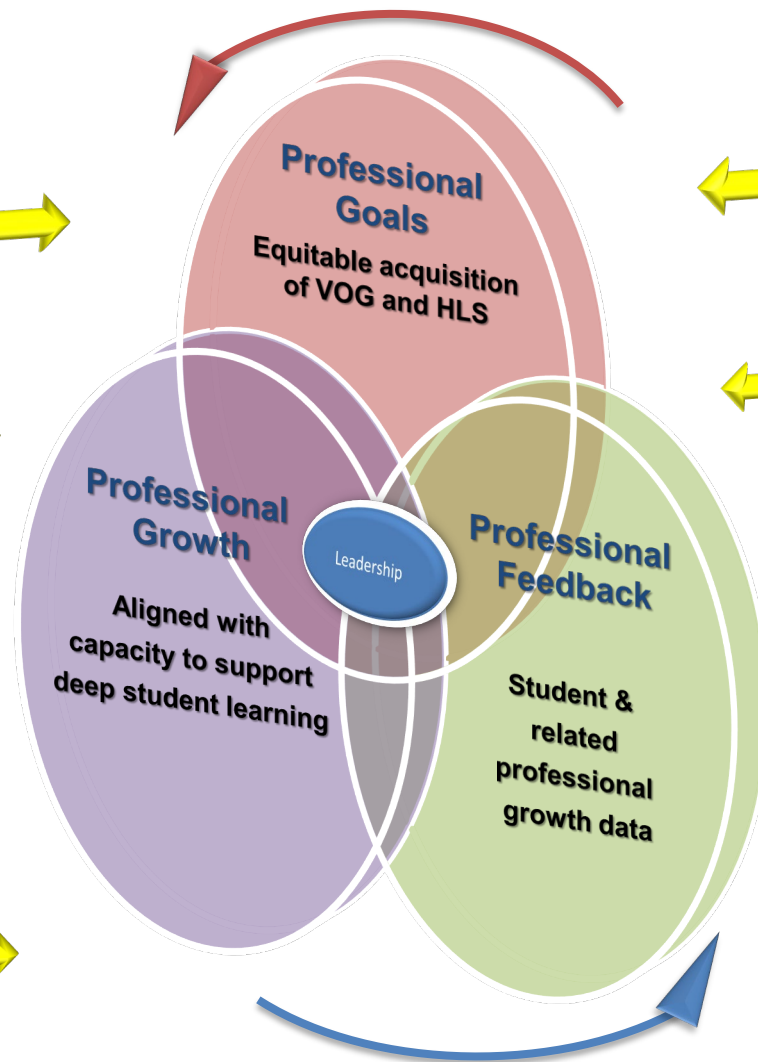
Value



Student Improvement



Professional Improvement



Building/District Improvement



Coherence/Focus

**Align the
Systems That
Matter
Most**

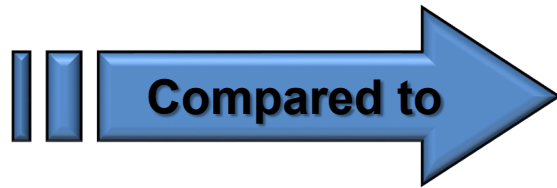




1. **Policy & Regulation** - The Board of Education works with the Superintendent **to craft and apply policy that supports the district's pursuit of its Mission, its Vision of the Graduate, and equitable outcomes for all students.**
2. **Community Engagement** - The district's many stakeholders believe that they are **meaningfully involved, engaged, kept up-to-date and respected by the leadership structures in the district regardless of their backgrounds or privilege.**
3. **Resource Deployment** – budgets and resources are **developed and defended based on equitable alignment with the district's Vision of the Graduate and high leverage standards.**

District-Wide Planning as Backwards Design

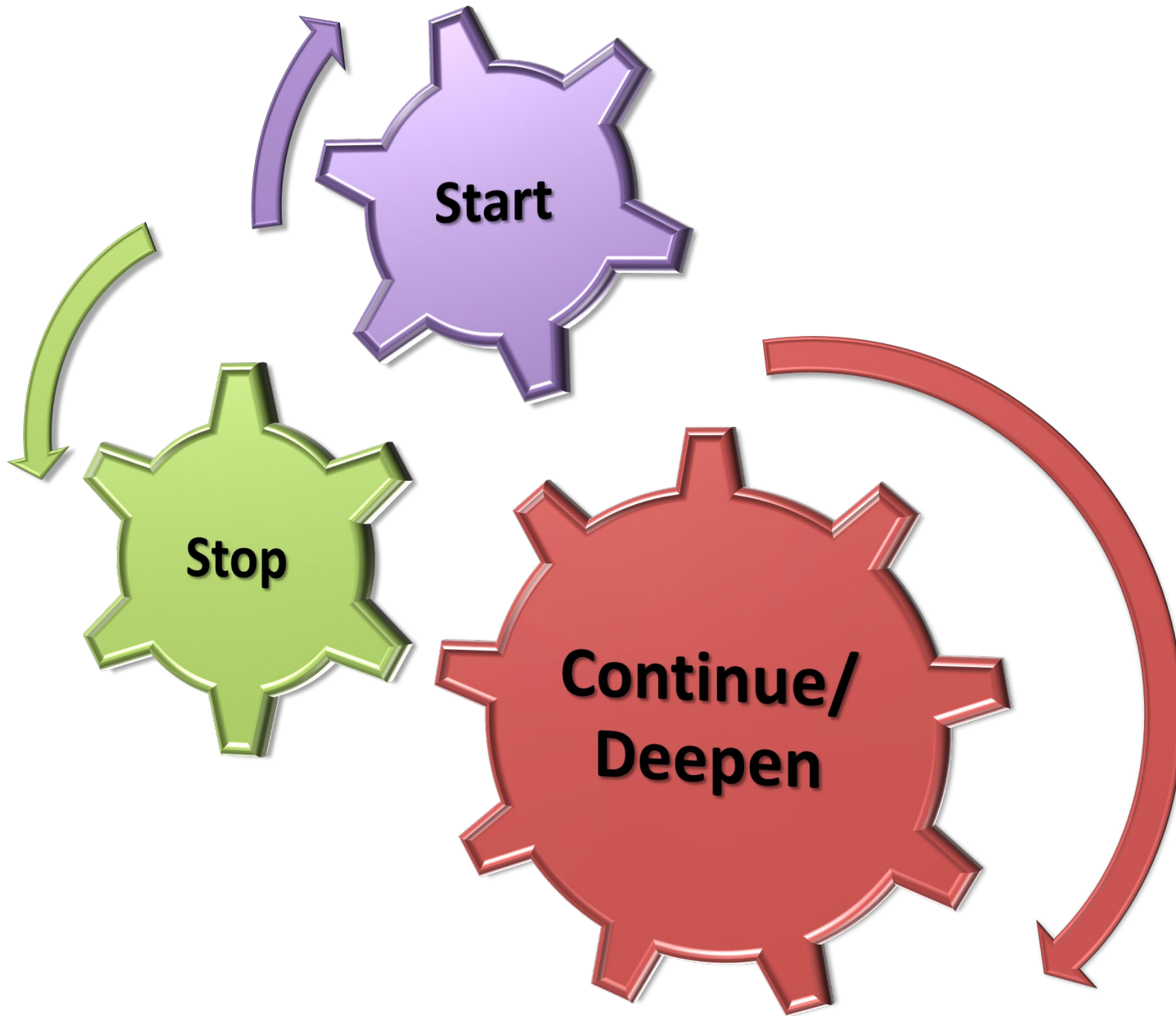
What we want...



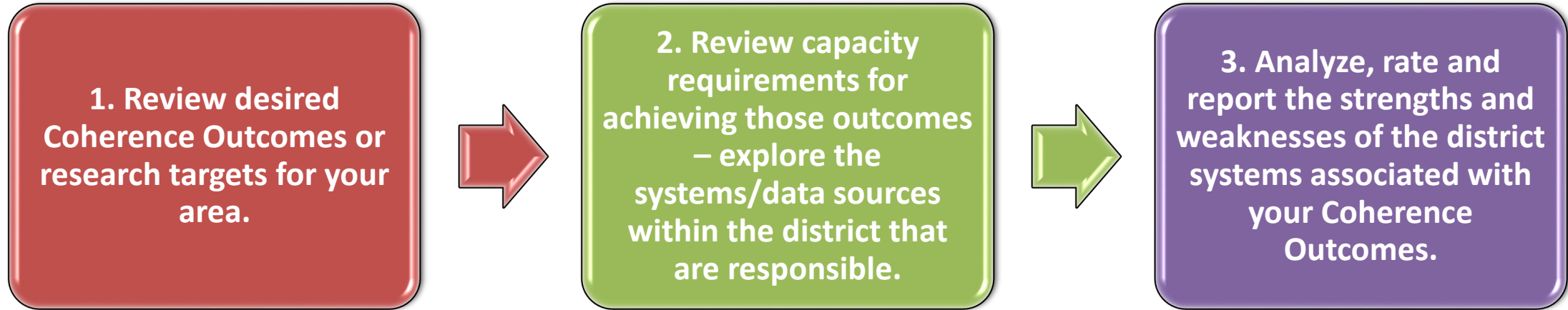
What we are doing already....



What we need to do...



Process Steps For Phase II



Keep In Mind...



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Required Reflections – Scoring Frame of Reference

Score	Description
0 - Not Present	The Desired Coherence Outcome is non-existent, there is no evidence of it in any form.
1 - Beginning	There may be some individual efforts or minimal group attempts, but there is no systemic evidence or process in place to support the existence of the Desired Coherence Outcome.
2 - Emergent	There have been systemic efforts to create the Desired Coherence Outcome, but its implementation is uneven and has yet to deliver meaningful changes in student or adult performance.
3 - Proficient	There has been a systemic effort to create the Desired Coherence Outcome and it is generally working. It is regularly creating evidence of meaningful changes in student and adult performance.
4 - Excellent	There has been a systemic effort to create the Desired Coherence Outcome and it is functioning effectively. There have been meaningful changes in student and adult performance and there is evidence that data is driving further improvements in the system.

Team Three: Teaching for Learning (Overview)

The district has committed to supporting instructional and adult learning strategies that ensure rigorous, digitally supported pedagogical experiences aligned with the district's student goals.

The purpose of this outcome is to focus resources and attention on a very small number of highest leverage professional practices that have an outsized impact on student performance. The inherent assumption is that the most important indicator of instructional success is the percentage of available time students are engaged in rigorous, higher-order thinking course content activities. This element, when combined with a positive learning environment, are the two most powerful predictors of sustained/improved student learning. Accordingly, this group will be focusing on teaching and learning practices and the quality of instructional feedback focused on these critical elements. To judge this, the three following areas will be examined; 1. The existence of a unified vision of the characteristics of effective, higher order student engagement, 2. The use of digital learning resources to support rigorous instruction, and the alignment of professional learning practices with these articulated priorities.

Team Three: Teaching for Learning

The district has committed to supporting instructional and adult learning strategies that ensure rigorous, digitally supported pedagogical experiences aligned with the district’s student goals.

Coherence Outcome Two Findings Summary:

Indicator	0	1	2	3	4
1. Student Engagement in Rigorous HOT					
2. Digital Learning Practices					
3. Professional Learning Practices					

What we found – Part Three: Summary Reflections

Concerns/Biggest Gaps

1. Inconsistency in using assessment in driving learning forward 21

2. Inconsistency around the use of digital learning 4

3. Definition and assessment of rigor and higher order thinking skills 11

4. Parents feel there is a lack of communication regarding children's progress throughout the school year 8

5. Concerns about mutual respect and not being heard 0

6. Lack of vertical and horizontal alignment for SEL/Curriculum K-12 (perseverance, ethical, self directed) 37

7. Lack of understanding about roles within district or school 1

8. Assessment needs to be aligned with district vision and goals more consistently 7

9. Lack of curriculum alignment (horizontal and vertical) K-12 36

10. Need a balance between teacher autonomy and consistency/coherence 7

What We Need to Do:

Strategy One: *Define, promote, and consistently assess the most important student skills and attributes required for success in life, learning and work beyond school and use the results of those assessments to continuously improve the district's capacity to support student achievement.*

Strategy Two: *Appropriately define rigor and higher-order thinking so that feedback systems on teaching and learning can be aligned with these high-leverage forces.*

Strategy Three: *Align definitions, scope and sequence of Pre-K to 12 Social and Emotional Learning curriculum resources and include the critical attributes of perseverance, ethical behaviors and self-directedness.*

Strategy Four: *Build or complete the vertical/horizontal alignment of Pre-K to 12 academic curriculum resources and include integration of problem-solving, communication, and critical/creative thinking.*

Strategy One: *Define, promote, and consistently assess the most important student skills and attributes required for success in life, learning and work beyond school and use the results of those assessments to continuously improve the district's capacity to support student achievement.*

+

I – Present State	II – Beginning	III – Progressing	IV - Accomplishing
<ul style="list-style-type: none"> No common definitions for key terms Organic system of assessment at all levels – no evidence of consistent alignment of expectations of key Successful Graduate skills or attributes No systemic use of data as a foundation for improvement planning of instruction or for professional learning related to key Successful Graduate skills or attributes No district-wide measures or framework to determine how well the district is doing at achieving its Profile of a Successful Graduate. 	<ul style="list-style-type: none"> Common definitions for key terms have been established Some inconsistent evidence of alignment of expectations (shared rubrics or standards) of key Successful Graduate skills or attributes Some use of data for improvement planning of instruction or for professional learning related to key Successful Graduate skills or attributes District and community representatives are engaged in a dialogue regarding district-wide measures or framework to determine how well the district is doing at achieving its Profile of a Successful Graduate. 	<ul style="list-style-type: none"> Common definitions are working their way into the staff vocabulary and are often used and accepted definitions for key terms in context Consistent evidence of aligned expectations (shared rubrics or standards) of key Successful Graduate skills or attributes Many use data for improvement planning of instruction or for professional learning related to key Successful Graduate skills or attributes District and community representatives are generally agreed on district-wide measures or framework to determine how well the district is doing at achieving its Profile of a Successful Graduate. 	<ul style="list-style-type: none"> Commonly used and accepted definitions for key terms are used regularly and productively in professional dialogue regarding student learning. Implemented system of aligned assessment (shared rubrics or standards) and evidence at all levels for key Successful Graduate skills or attributes Systemic use of data for improvement planning of instruction or for professional learning related to key Successful Graduate skills or attributes District and community representatives are implementing a district-wide system of measures or frameworks to determine how well the district is doing at achieving its Profile of a Successful Graduate.

□

Impacted Systems:

- Collective Bargaining Agreements
- PD & TE
- School level data teams
- Assessment calendar
- Data collection, assessment systems, and data collection
- Professional learning schedule and calendar
- Board Policies that are associated with teacher evaluation and administrator teacher evaluation
- Curriculum Development committees
- Federal, state, and local mandates
- Financial implications
- IT Department
- Evaluation program and plan

Required Step	Outcome	Resource/Resp.	Date Due
Assessment Plan created and implemented	A plan to generate baseline student data and student work samples in the two priority skill areas at elementary, middle and high school performance levels is created and implementation begins. Goal would be a shared assessment implemented in the spring of 2015.	Instructional Development Team	12/30/17
Coherence Checkpoint #2	Central office and/or CPT convene by the end of February with consultant to review and monitor assessment plans and implementation progress.	Consultant/CO/CPT	2/28/18
Baseline data collected	Baseline standardized and non-standardized data created through the implementation of the assessment plan is collected.	Instructional Development Team	5/30/18
Baseline data analyzed	Baseline standardized data associated with priority skills are mapped and analyzed with strength and weakness recommendations reported to Central Office, IDT, and Board of Education.	Instructional Development Team	6/30/18
Coherence Checkpoint #3	Central office and/or CPT convene by the end of June with consultant to <ul style="list-style-type: none"> review district SLO and professional growth goal results review the baseline student performance data adjust Year Two Tasks as needed based on reported results and Year One Reflections 	Consultant/CO/CPT	6/30/18

Common Timeline....

Re-Form Planning Team

Apr 1 - Apr 29

Recovery and Renewal Retreat

Apr 30

Reflection Period

May 1 - Jun 18

Administrator Meeting

May 3

Summer Research Launch Meeting

Jun 18

Summer Research

Jun 20 - Aug 20

Administrator Meeting

Aug 16

SCP Phase One

Aug 23 - Aug 24

SCP Phase Two

Aug 25 - Nov 2

SCP Phase Two Check In Meeting

Oct 4

SCP Phase Three & Four

Nov 2 - Nov 3

SCP Phase Five

Nov 4 - Jan 7

Strategic Action Support

Dec 7

SCP Results Review

Jan 7

2021

Apr

May

Jun

Jul

Aug

Sep

Oct

Nov

Dec

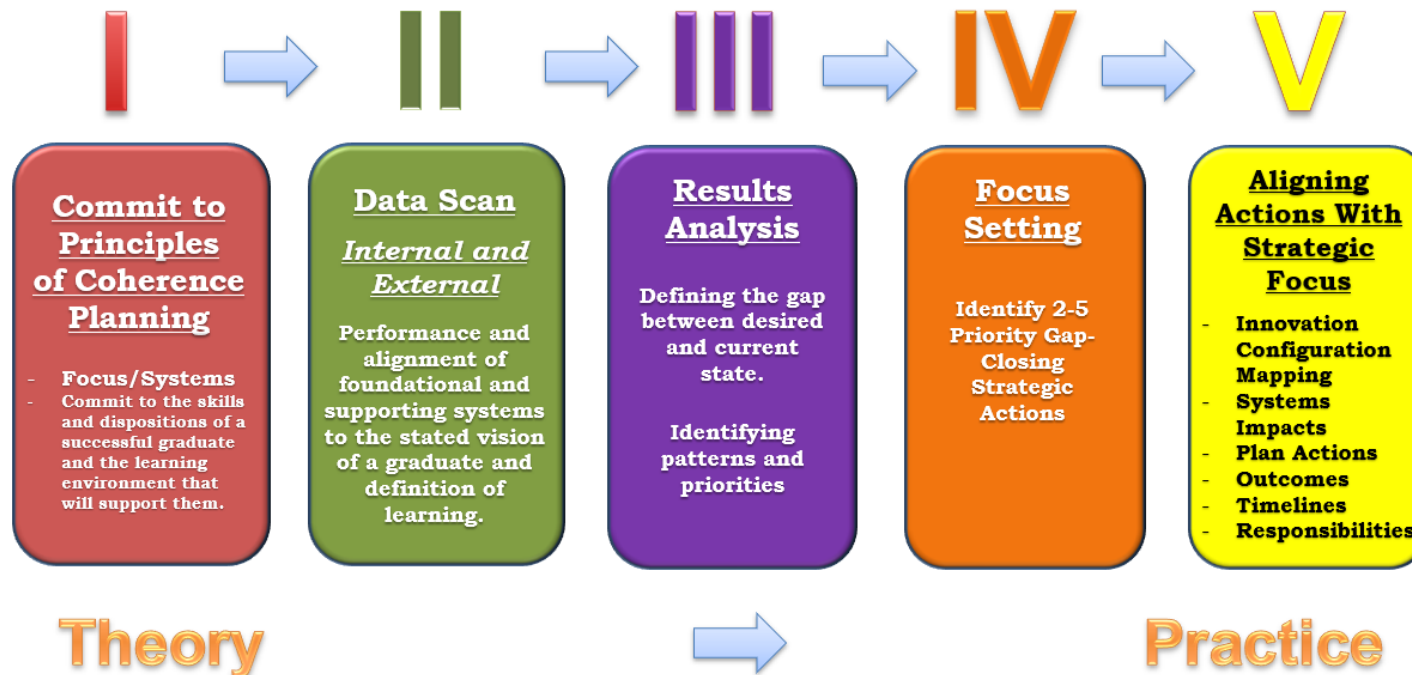
2022

2022

What does it cost?

Most plans cost between 15K and 30K depending on the desired depth of community engagement.

Strategic Coherence Planning Process





Contact Information

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EdAdvance

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New Milford Board of Education
Regular Meeting Minutes
June 15, 2021
Sarah Noble Intermediate School Library Media Center

Page 1

Present:	Mr. Joseph Failla Mrs. Wendy Faulenbach Mr. Pete Helmus Mr. Brian McCauley Mrs. Tammy McInerney Mrs. Eileen Monaghan Mrs. Cynthia Nabozny Mrs. Olga I. Rella
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NEW MILFORD, CT

Also Present:	Ms. Alisha DiCorpo, Superintendent of Schools Mr. Anthony Giovannone, Director of Operations and Fiscal Services Mrs. Laura Olson, Director of Pupil Personnel and Special Services Mrs. Catherine Gabianelli, Human Resources Director Mr. Nestor Aparicio, Interim Director of Facilities Ms. Jamie Terry, Technology Director Mrs. Sandra Sullivan, Food and Nutrition Services Director
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1.	Call to Order A. Pledge of Allegiance The regular meeting of the New Milford Board of Education was called to order at 7:00 p.m. by Mrs. Faulenbach. The Pledge of Allegiance immediately followed.	Call to Order A. Pledge of Allegiance
2.	Public Comment <ul style="list-style-type: none"> Mrs. Faulenbach reminded viewers that public comment is limited to items on the agenda, which is very robust this evening. Rebecca Anderson asked if she could speak regarding the fall mask mandate. Mrs. Faulenbach said that is not an agenda item. She asked Ms. DiCorpo if she would be speaking to masks in her Superintendent Report. Ms. DiCorpo said she would be. 	Public Comment
3.	PTO Report	PTO Report

Regular Meeting Minutes

June 15, 2021

Sarah Noble Intermediate School Library Media Center

	<ul style="list-style-type: none"> • Mandi MacDonald said we made it through this very challenging school year. She is so pleased to report that despite obstacles, PTO has been able to give the students experiences throughout the year, sometimes virtually, but sometimes in person in a safe manner. She is very proud of the parents she works with on the Board and in the schools. It truly wouldn't come together without the hard work of many. Hundreds of volunteer hours are what make PTO run. This year, PTO was able to gift over \$55,000 for student experiences. As she was unable to give a year end report last year, Mrs. MacDonald also wanted to mention that PTO gave over \$88,000 in field trips, author visits and assemblies prior to the closing of schools. • This evening Mrs. MacDonald also wants to express her gratitude to the parent volunteers, the administration and teachers for the past three years that she has served as the President for the New Milford PTO. She has been fortunate to see many happy students at many happy events and it takes a collaborative effort for this to happen. Thank you. • Mrs. MacDonald introduced Nan Pelletier, the incoming New Milford PTO President. Mrs. Pelletier has served as the treasurer at several schools and for the town-wide PTO. She has also served as a president at Schaghticoke and as secretary at Sarah Noble. She is suited for the job and PTO will keep going strong. • Mrs. MacDonald wished everyone a very restful, safe and wonderful summer. 	
4.	<p>Approval of Minutes</p> <p>A. Approval of the following Board of Education Meeting Minutes:</p> <p>1. Regular Meeting Minutes May 18, 2021</p>	<p>Approval of Minutes</p> <p>A. Approval of the following Board of Education Meeting Minutes:</p> <p>1. Regular Meeting Minutes May 18, 2021</p>

	<p>Mrs. Rella moved to approve the following Board of Education Meeting Minutes: Regular Meeting Minutes May 18, 2021, seconded by Mrs. McNerney.</p> <p>The motion passed unanimously.</p> <p>2. Special Meeting Minutes June 2, 2021</p> <p>Mrs. Rella moved to approve the following Board of Education Meeting Minutes: Special Meeting Minutes June 2, 2021, seconded by Mr. McCauley.</p> <p>The motion passed unanimously.</p>	<p>Motion made and passed unanimously to approve the following Board of Education Meeting Minutes: Regular Meeting Minutes May 18, 2021.</p> <p>2. Special Meeting Minutes June 2, 2021</p> <p>Motion made and passed unanimously to approve the following Board of Education Meeting Minutes: Special Meeting Minutes June 2, 2021.</p>
5.	<p>Superintendent's Report</p> <ul style="list-style-type: none"> • Yesterday, Ms. DiCorpo said she visited the schools with Connie Williams and Roxanne Kraft, Co-chairs of the Teacher of the Year Committee, to recognize and celebrate the school-based teachers of the year. She congratulated HPS TOTY Donna Nash, NES TOTY Randi Gray, SNIS TOTY Lisa Montemurro, SMS TOTY Gina Bernard, and NMHS TOTY Kimberly Ginn. The district-wide TOTY will be announced at convocation. • The Safe Return to In Person Learning Plan was shared with the community today at 11 a.m. for comment. • She has received several communications from parents regarding mask wearing. At this time, the district is following the Governor's executive order which mandates mask wearing indoors in schools. She said they are hoping for an update this summer and will share any changes with parents. The Plan itself must be updated and shared for commentary every six months. • We are still looking for one more Board member for the Turf Field Committee. • The week of June 1st, New Milford High School was pleased to host their annual Awards and 	<p>Superintendent's Report</p>

	<p>Scholarship Night. Approximately 150 students, of those 65 seniors, were recipients of awards from the Greater New Milford community ranging from \$100 to \$10,000 – the total amount being over \$202,000.</p> <ul style="list-style-type: none"> • There have been no new fundraisers approved since the last meeting. • This year's graduation for the Class of 2021 will be held on Saturday, June 19, 2021, at 11:00 a.m. on the NMHS stadium field. • The schools are in the middle of many fun end of year events, too many to mention tonight. Ms. DiCorpo thanked the faculty and staff and parents for helping to make them all possible. • Ms. DiCorpo said she hopes everyone has viewed the Summer Reading Kick-off video and thanked the staff who participated. She hopes it will be an inspiration to students to read, read, read. • In April 2021 New Milford Public Schools was contacted regarding the possibility of free connectivity help. She is excited to announce that NMPS has been contacted by CEN and the first meeting took place today to go over some basic information about our site, SNIS, in order to determine a preliminary plan for the outdoor Wi-Fi equipment installation. • Thank you to all parents, staff, retirees and BOE members for the tremendous amount of support during a very difficult school year. 	
6.	<p>Board Chairman's Report</p> <ul style="list-style-type: none"> • Mrs. Faulenbach thanked Mrs. MacDonald and the PTO for their tremendous support of the schools and community. • She thanked Board members for their participation the last few weeks at several special meetings and at last night's Board self evaluation discussion. She said tonight's agenda is robust and encouraged Board members to ask any questions as we move through the agenda. 	<p>Board Chairman's Report</p>

7.	Discussion and Possible Action	Discussion and Possible Action
	<p>A. Interview and discuss candidate for the position of NMHS Principal. Executive session is anticipated. The Board may take action when it returns to public session.</p> <p>Mrs. McNerney moved that the Board enter into executive session to interview and discuss the candidate for the position of NMHS Principal, and invite into the session Ms. Alisha DiCorpo, Mrs. Catherine Gabianelli and the candidate, seconded by Mrs. Monaghan.</p> <p>The motion passed unanimously.</p> <p>The Board entered executive session at 7:14 p.m.</p> <p>The candidate left executive session at 7:49 p.m.</p> <p>The Board returned to public session at 7:55 p.m.</p> <p>Mrs. Nabozny moved that the Board approve the appointment of: Mr. Raymond Manka as NMHS Principal effective on or about July 1, 2021.</p> <p>2021-2022 salary - \$170,066 (\$168,566 + \$1,500 for 6th year); prorated to start date, seconded by Mr. McCauley.</p> <p>The motion passed unanimously.</p> <p>B. Exhibit A: Personnel - Certified, Non-Certified Appointments, Resignations and Leaves of Absence as of June 15, 2021 (Revised)</p> <p>Mrs. McNerney moved to approve Revised Exhibit A: Personnel – Certified, Non-Certified Appointments, Resignations and Leaves of Absence</p>	<p>A. Interview and discuss candidate for the position of NMHS Principal. Executive session is anticipated. The Board may take action when it returns to public session.</p> <p>Motion made and passed unanimously that the Board enter into executive session to interview and discuss the candidate for the position of NMHS Principal, and invite into the session Ms. Alisha DiCorpo, Mrs. Catherine Gabianelli and the candidate.</p> <p>Motion made and passed unanimously that the Board approve the appointment of: Mr. Raymond Manka as NMHS Principal effective on or about July 1, 2021.</p> <p>2021-2022 salary - \$170,066 (\$168,566 + \$1,500 for 6th year); prorated to start date.</p> <p>B. Exhibit A: Personnel - Certified, Non-Certified Appointments, Resignations and Leaves of Absence as of June 15, 2021 (Revised)</p> <p>Motion made and passed unanimously to approve Revised Exhibit A: Personnel – Certified,</p>

	<p>as of June 15, 2021, seconded by Mrs. Rella.</p> <p>The motion passed unanimously.</p> <p>C. Monthly Reports</p> <ol style="list-style-type: none"> 1. Budget Position dated May 31, 2021 2. Purchase Resolution: D-747 3. Request for Budget Transfers <p>Mrs. Rella moved to approve monthly reports: Budget Position dated May 31, 2021; Purchase Resolution D-747; and Request for Budget Transfers, seconded by Mrs. Monaghan.</p> <ul style="list-style-type: none"> Mrs. Faulenbach noted that these reports were discussed at Operations. She said fingerprinting was discussed at Operations as well. It was cut from the budget during COVID and not put back in for next year. In the interest of transparency, she said it is the intention of the Board to pick up the cost again in the next fiscal year. That will be discussed next month when we move into the new fiscal year. The Board appreciates and wants to encourage volunteers. <p>The motion passed unanimously.</p> <p>D. Gifts & Donations</p> <ol style="list-style-type: none"> 1. New Milford PTO - Exhibit B <p>Mrs. Rella moved to approve Gifts & Donations: New Milford PTO - Exhibit B in the amount of \$6,959.30, seconded by Mrs. Monaghan.</p> <ul style="list-style-type: none"> Mrs. Faulenbach thanked the PTO for their continued generosity. She said United Way also made a mask donation that does not require Board approval, but she wanted to acknowledge that generous donation as well. <p>The motion passed unanimously.</p>	<p>Non-Certified Appointments, Resignations and Leaves of Absence as of June 15, 2021.</p> <p>C. Monthly Reports</p> <ol style="list-style-type: none"> 1. Budget Position dated May 31, 2021 2. Purchase Resolution: D-747 3. Request for Budget Transfers <p>Motion made and passed unanimously to approve monthly reports: Budget Position dated May 31, 2021; Purchase Resolution: D-747; and Request for Budget Transfers.</p> <p>D. Gifts & Donations</p> <ol style="list-style-type: none"> 1. New Milford PTO - Exhibit B <p>Motion made and passed unanimously to approve Gifts & Donations: New Milford PTO - Exhibit B in the amount of \$6,959.30.</p>
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<p>E.</p>	<p>Bid Award</p> <p>1. NMHS Electronic Sign</p> <p>Mrs. Rella moved to approve the bid award for the NMHS Electronic Sign to Herkimer Industries in the amount of \$45,829.00, seconded by Mr. McCauley.</p> <ul style="list-style-type: none"> Mrs. Faulenbach asked about the timeframe for this project. Mr. Giovannone said after year end, so the funding for this project will be requested from capital reserve later on in the agenda. Mr. Aparicio said the current global materials shortage is delaying the project. <p>The motion passed unanimously.</p> <p>F. Policies for Approval</p> <p>1. 3152 Spending Public Funds for Advocacy 2. 3300 Purchasing</p> <p>Mrs. McNerney moved to approve the following policies:</p> <p>1. 3152 Spending Public Funds for Advocacy 2. 3300 Purchasing</p> <p>Seconded by Mrs. Rella.</p> <ul style="list-style-type: none"> Mrs. Faulenbach said these are up for approval and have gone through several reads by the Board. <p>The motion passed unanimously.</p> <p>G. Policy for Second Review</p> <p>1. 1324 Fundraising by Students</p> <ul style="list-style-type: none"> Mrs. Nabozny said she has had concerns with the suggested revisions from the get go and would not vote for the changes. She does agree that crowdsourcing should be allowed. She feels 	<p>E. Bid Award</p> <p>1. NMHS Electronic Sign</p> <p>Motion made and passed unanimously to approve the bid award for the NMHS Electronic Sign to Herkimer Industries in the amount of \$45,829.00.</p> <p>F. Policies for Approval</p> <p>1. 3152 Spending Public Funds for Advocacy 2. 3300 Purchasing</p> <p>Motion made and passed unanimously to approve the following policies:</p> <p>1. 3152 Spending Public Funds for Advocacy 2. 3300 Purchasing</p> <p>G. Policy for Second Review</p> <p>1. 1324 Fundraising by Students</p>
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	<p>that if there is an issue with a group fundraising follow up or process, it should be addressed individually. She feels there aren't any real issues now and that these changes could create issues down the road.</p> <ul style="list-style-type: none"> • Mrs. Faulenbach said this revision will go back to Policy for a final discussion before coming back to the Board for approval. 	
H.	<p>Policies for First Review</p> <ol style="list-style-type: none"> 1. 1325 Advertising and Promotion 2. 3240 Tuition Fees 3. 3260 Sales & Disposal of Books, Equipment & Supplies 	<p>H. Policies for First Review</p> <ol style="list-style-type: none"> 1. 1325 Advertising and Promotion 2. 3240 Tuition Fees 3. 3260 Sales & Disposal of Books, Equipment & Supplies
I.	<p>Approval of New Course</p> <ol style="list-style-type: none"> 1. Sports Literature 2. Graphic Novels 3. World History 4. Modern World History 5. African American/Black and Puerto Rican/Latino Course of Studies <p>Mrs. McInerney moved to approve the following new courses:</p> <ol style="list-style-type: none"> 1. Sports Literature 2. Graphic Novels 3. World History 4. Modern World History 5. African American/Black and Puerto Rican/Latino Course of Studies <p>Seconded by Mrs. Rella.</p> <p>The motion passed unanimously.</p>	<p>I. Approval of New Course</p> <ol style="list-style-type: none"> 1. Sports Literature 2. Graphic Novels 3. World History 4. Modern World History 5. African American/Black and Puerto Rican/Latino Course of Studies <p>Motion made and passed unanimously to approve the following new courses:</p> <ol style="list-style-type: none"> 1. Sports Literature 2. Graphic Novels 3. World History 4. Modern World History 5. African American/Black and Puerto Rican/Latino Course of Studies
J.	<p>Approval of the Following Curricula</p> <ol style="list-style-type: none"> 1. Instrumental Music - Grades 6 and 7 	<p>J. Approval of the Following Curricula</p>

	<ol style="list-style-type: none"> 2. Instrumental Music - Grade 8 3. Public Speaking 4. English I College Prep 5. English I Honors 6. English II College Prep 7. English II Honors 8. Grade 4 Social Studies 9. Grade 5 Social Studies 10. Forensic Science <p>Mrs. Rella moved to approve the following curricula:</p> <ol style="list-style-type: none"> 1. Instrumental Music - Grades 6 and 7 2. Instrumental Music - Grade 8 3. Public Speaking 4. English I College Prep 5. English I Honors 6. English II College Prep 7. English II Honors 8. Grade 4 Social Studies 9. Grade 5 Social Studies 10. Forensic Science <p>Seconded by Mr. McCauley.</p> <ul style="list-style-type: none"> • Mrs. McInerney said this represents a lot of work. <p>The motion passed unanimously.</p>	<ol style="list-style-type: none"> 1. Instrumental Music - Grades 6 and 7 2. Instrumental Music - Grade 8 3. Public Speaking 4. English I College Prep 5. English I Honors 6. English II College Prep 7. English II Honors 8. Grade 4 Social Studies 9. Grade 5 Social Studies 10. Forensic Science <p>Motion made and passed unanimously to approve the following curricula:</p> <ol style="list-style-type: none"> 1. Instrumental Music - Grades 6 and 7 2. Instrumental Music - Grade 8 3. Public Speaking 4. English I College Prep 5. English I Honors 6. English II College Prep 7. English II Honors 8. Grade 4 Social Studies 9. Grade 5 Social Studies 10. Forensic Science
K. NV5 Project	<p>Mrs. Rella moved to approve the Memorandum of Understanding by and between the Town of New Milford and the New Milford Board of Education Pertaining to Energy Conservation Services and to authorize the Board Chair to sign on its behalf, seconded by Mr. McCauley.</p> <ul style="list-style-type: none"> • Mrs. Faulenbach said Board members have seen 	<p>K. NV5 Project</p> <p>Motion made and passed unanimously to approve the Memorandum of Understanding by and between the Town of New Milford and the New Milford Board of Education Pertaining to Energy Conservation Services and to authorize the Board Chair to sign on</p>

	<p>this MOU previously. It is under final review now with the Board and Town attorneys. The Board attorney is recommending a reworking of paragraph 3 due to the impact of COVID, but that will be the only change. The spirit of the agreement is the same. Mrs. Faulenbach said she will share the revision to paragraph 3 with Board members when it is final.</p> <p>The motion passed unanimously.</p>	<p>its behalf.</p>
L.	<p>Camella's Cupboard Request</p> <ul style="list-style-type: none"> • Mrs. Faulenbach said that this request came to Facilities and no motion was made there, but it was agreed to bring the topic to the full Board for discussion. Following the Facilities meeting, Mrs. Faulenbach, Ms. DiCorpo, Mr. Aparicio and Mrs. Chastain met to discuss protocols and peel back the history. To clarify, 501c3 organizations do not pay to use East Street so there was no issue there. Regarding the request for indefinite use, Board policy has a six month maximum. Mrs. Chastain has since completed a building use form for that timeframe. Other groups interested in using the space will be found new homes. The Board recognizes the significance of what the organization does for the community. A question arose about electricity use for the freezer and a \$20 monthly fee has been agreed upon. • Mrs. McNerney asked if a new building use form will need to be completed every six months and if so will it get priority over other requests. • Mrs. Faulenbach said yes and that they will work with all groups. • Mrs. McNerney asked if the Blessing Box had been reviewed by legal for any potential liability. • Mrs. Faulenbach said legal is in the process of reviewing it, and they don't have a definite answer yet, but will work through it. • Mr. Failla said Camella's Cupboard's slogan says all "Feeding Families, Changing Lives". He said the fact that it has grown in size speaks 	<p>L. Camella's Cupboard Request</p>

	<p>volumes about the food insecurity issues in New Milford. It is an amazing charity and we should help to make our facilities available as part of the community support.</p> <ul style="list-style-type: none"> • Mrs. Nabozny said that just because questions are asked doesn't mean that we aren't supportive and appreciative. We have to look at all organizations requesting use and take care of all. • Mr. Failla feels food security should rise higher. • Mrs. Faulenbach said it is incumbent on the Board to review policies and make it work. • Mrs. Rella said she is happy that Camella's is able to stay and she supports the Blessing Box idea as well. She asked that the Board be kept updated on its progress. • Mr. Helmus said it is the Board's job to vet requests per policy and legal and not by emotional response. They have a wide constituency and must be fair and consistent. He agrees that the organization does great work but it is the Board's responsibility to review. He appreciates the proper vetting to make it work. • Mrs. Faulenbach said the discussion is also necessary since the Board doesn't know where East Street will be in six months. She said they are encouraging the Town to help if the Board gives up the building. She said it sounds like the Board has no problem with the Blessing Box if legal clears it, and the minutes will reflect that. 	
M.	<p>Feasibility Study and Enrollment Study Updates</p> <p>1. Architectural Study</p> <p>Mrs. Rella moved to approve the Architecture and Engineering Services Proposal from Silver/Petrucelli and Associates in the amount of \$6,600.00, seconded by Mr. McCauley.</p> <p>The motion passed unanimously.</p>	<p>M. Feasibility Study and Enrollment Study Updates</p> <p>1. Architectural Study</p> <p>Motion made and passed unanimously to approve the Architecture and Engineering Services Proposal from Silver/Petrucelli and Associates in the amount of \$6,600.00.</p>

<p>N.</p>	<p>SNIS Oil Tank</p> <p>Mrs. Rella moved to approve the MBC's recommendation to disconnect the SNIS boiler and generator from the UST and remove the existing UST, seconded by Mrs. McInerney.</p> <p>The motion passed unanimously.</p> <p>O. NMHS Roof</p> <p>Mrs. Nabozny moved to approve \$200,000.00 for NMHS Roof Replacement from the roof insurance account and end of year balance, seconded by Mrs. Rella.</p> <ul style="list-style-type: none"> Mrs. Faulenbach said the MBC provided information that the project is short of funds. Mrs. Faulenbach, Mr. McCauley, Ms. DiCorpo and Mr. Giovannone met with the Mayor with regards to funding. The Mayor is aware of the recommendation on tonight's agenda. It represents a halfway split with the Town to come up with the \$400,000 needed. All agree the project needs to get done. There is approximately \$113,000 in the roof insurance account from the microburst that is unexpended. We are going back to vendors to see if we can get additional contributions to the year end balance as well. Dean Petrucelli gave a chronological history of the project. A study/design was done in the summer of 2019 with the expectation that it would be bid as soon as possible. The Town chose to go for state reimbursement, and with the building being less than 20 years old, they chose to wait until it was closer to eligibility for full reimbursement. The MBC chose to wait a year to bid. Then the application had to wait for state approval, which occurred in May 2021, so there was a delay on both sides. Bids came back in June 2021. The funding was requested by the Town in 2019 and there was an escalation value in construction. 	<p>N. SNIS Oil Tank</p> <p>Motion made and passed unanimously to approve the MBC's recommendation to disconnect the SNIS boiler and generator from the UST and remove the existing UST.</p> <p>O. NMHS Roof</p> <p>Motion made and passed unanimously to approve \$200,000.00 for NMHS Roof Replacement from the roof insurance account and end of year balance.</p>
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	<ul style="list-style-type: none"> • Mrs. McInerney asked if the additional funding would ensure the choice of the standing seam roof. Mr. Petrucelli said it will. • Mr. Failla said it was an embarrassment that it has taken this long. The project needs to get done. • Mrs. Faulenbach said all stakeholders agree and this is the suggestion offered. <p>The motion passed unanimously.</p> <p>P. End of Year Balance 2020-21</p> <p>Mrs. Rella moved that the Board make a request to the Town Council and Board of Finance to allocate the end of year balance for 2020-21 (subject to final audit) to the following: \$200,000.00 to the already established COVID account; \$100,000.00 to the Turf Field Replacement account; and the remaining balance to the Capital Reserve account, seconded by Mr. Helmus.</p> <ul style="list-style-type: none"> • Mrs. Faulenbach said this conversation started at Operations where the monthly reports are monitored closely, and we begin to move towards end of year. There was no contribution to the Turf Field account last year because the decision was to put all monies toward COVID expenses. She said with the capital reserve, all monies go back to the taxpayer in some form. Capital projects can be funded without additional requests for funding. Three approvals are required for use of the capital reserve: BOE, Town Council and Board of Finance. • Mrs. McInerney said she is happy to see the replenishing of the capital reserve which is dangerously low currently. She agrees with the other suggestions as well. • Mrs. Faulenbach noted that the year end balance for both the Board and Town is not a normal amount, but a product of the COVID environment. 	<p>P. End of Year Balance 2020-21</p> <p>Motion made and passed unanimously that the Board make a request to the Town Council and Board of Finance to allocate the end of year balance for 2020-21 (subject to final audit) to the following: \$200,000.00 to the already established COVID account; \$100,000.00 to the Turf Field Replacement account; and the remaining balance to the Capital Reserve account.</p>
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<p>Q.</p> <p>COVID-19 Related Staff and Materials</p> <p>Mrs. Rella moved that the Board approve the local COVID budget for fiscal year 2021/22 totaling \$280,107.00 from the already established COVID account, seconded by Mrs. McInerney.</p> <ul style="list-style-type: none"> • Mrs. Faulenbach said this will allow us to plan for needs for the fall. <p>The motion passed unanimously.</p> <p>R.</p> <p>Capital Projects</p> <p>Mrs. Rella moved that the Board make a request to the Town Council and Board of Finance to remove \$282,889.73 from the Capital Reserve account to fund the following projects:</p> <ul style="list-style-type: none"> • NMHS Electronic Sign - \$45,829.00 • NMHS Gym Floor Dry Scrub and Resurface - \$8,675.00 • Architecture and Engineering Services Proposal from Silver/Petrucelli and Associates - \$6,600.00 • Local portion of funding required for the forthcoming State of CT Security Grant - \$201,785.73 • Maxx renovations - \$20,000.00 <p>Seconded by Mrs. McInerney.</p> <p>The motion passed unanimously.</p> <p>S.</p> <p>Recommendation and Approval for Designee of Superintendent of Schools</p> <p>Mrs. Nabozny moved to approve the appointment of the Assistant Superintendent, and in his/her absence,</p>	<p>The motion passed unanimously.</p> <p>Motion made and passed unanimously that the Board approve the local COVID budget for fiscal year 2021/22 totaling \$280,107.00 from the already established COVID account.</p> <p>Motion made and passed unanimously that the Board make a request to the Town Council and Board of Finance to remove \$282,889.73 from the Capital Reserve account to fund the following projects:</p> <ul style="list-style-type: none"> • NMHS Electronic Sign - \$45,829.00 • NMHS Gym Floor Dry Scrub and Resurface - \$8,675.00 • Architecture and Engineering Services Proposal from Silver/Petrucelli and Associates - \$6,600.00 • Local portion of funding required for the forthcoming State of CT Security Grant - \$201,785.73 • Maxx renovations - \$20,000.00 <p>Motion made and passed unanimously to approve the</p>	<p>Q. COVID-19 Related Staff and Materials</p> <p>Motion made and passed unanimously that the Board approve the local COVID budget for fiscal year 2021/22 totaling \$280,107.00 from the already established COVID account.</p> <p>R. Capital Projects</p> <p>Motion made and passed unanimously that the Board make a request to the Town Council and Board of Finance to remove \$282,889.73 from the Capital Reserve account to fund the following projects:</p> <ul style="list-style-type: none"> • NMHS Electronic Sign - \$45,829.00 • NMHS Gym Floor Dry Scrub and Resurface - \$8,675.00 • Architecture and Engineering Services Proposal from Silver/Petrucelli and Associates - \$6,600.00 • Local portion of funding required for the forthcoming State of CT Security Grant - \$201,785.73 • Maxx renovations - \$20,000.00 <p>S. Recommendation and Approval for Designee of Superintendent of Schools</p> <p>Motion made and passed unanimously to approve the</p>
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	<p>the Director of Human Resources, as Designee for the Superintendent of Schools from July 1, 2021 through June 30, 2022, seconded by Mrs. McInerney.</p> <ul style="list-style-type: none"> • Mrs. Faulenbach said this is per policy. <p>The motion passed unanimously.</p> <p>T. Authorization for the Superintendent to accept resignations and make appointments from June 16, 2021 through September 21, 2021</p> <p>Mrs. Rella moved to authorize the Superintendent to accept resignations and make appointments, excluding administrative appointments, from June 16, 2021 through September 21, 2021, seconded by Mr. McCauley.</p> <ul style="list-style-type: none"> • Mrs. Faulenbach said this is an annual motion. • Mrs. Rella asked if this is for budgeted positions. • Ms. DiCorpo said budgeted or grant funded. <p>The motion passed unanimously.</p> <p>U. Authorization for the Superintendent to purchase budgeted instructional materials, COVID-19 related materials, and other supplies, equipment and services from June 16, 2021 through September 21, 2021</p> <p>Mrs. McInerney moved to authorize the Superintendent to purchase budgeted instructional materials, COVID-19 related materials, and other supplies, equipment and services from June 16, 2021 through September 21, 2021, seconded by Mrs. Nabozny.</p> <ul style="list-style-type: none"> • Mrs. Faulenbach said this is an annual motion but the COVID-19 piece is a new addition. Previously the Board has approved all COVID 	<p>appointment of the Assistant Superintendent, and in his/her absence, the Director of Human Resources, as Designee for the Superintendent of Schools from July 1, 2021 through June 30, 2022.</p> <p>T. Authorization for the Superintendent to accept resignations and make appointments from June 16, 2021 through September 21, 2021</p> <p>Motion made and passed unanimously to authorize the Superintendent to accept resignations and make appointments, excluding administrative appointments, from June 16, 2021 through September 21, 2021.</p> <p>U. Authorization for the Superintendent to purchase budgeted instructional materials, COVID-19 related materials, and other supplies, equipment and services from June 16, 2021 through September 21, 2021</p> <p>Motion made and passed unanimously to authorize the Superintendent to purchase budgeted instructional materials, COVID-19 related materials, and other supplies, equipment and services from June 16, 2021 through September 21, 2021.</p>
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	<p>expenditures, but this will allow added flexibility during the summer should a need arise. The Board will still be informed of any purchase.</p> <p>The motion passed unanimously.</p>	
V.	<p>Discussion and possible approval of the employment and salary of the Assistant Superintendent, Director of Human Resources, Director of Fiscal Services and Operations, Director of Technology, Director of Food Services, Systems Analyst, Account Data Specialist, Network Administrator, Accounting Manager, Facilities Director, Assistant Facilities Director, Administrative Assistant to the Superintendent, Adult Education Facilitator, Board Certified Behavior Analyst, and Substance Abuse Counselor. Executive session anticipated. The Board may take action when it returns to public session.</p> <p>Mrs. McInerney moved to enter into executive session to discuss the employment and salary of the Assistant Superintendent, Director of Human Resources, Director of Fiscal Services and Operations, Director of Technology, Director of Food Services, Systems Analyst, Account Data Specialist, Network Administrator, Accounting Manager, Facilities Director, Assistant Facilities Director, Administrative Assistant to the Superintendent, Adult Education Facilitator, Board Certified Behavior Analyst, and Substance Abuse Counselor; and to invite into the session Ms. Alisha DiCorpo, Mr. Anthony Giovannone, and Mrs. Catherine Gabianelli, seconded by Mrs. Nabozny.</p>	<p>V. Discussion and possible approval of the employment and salary of the Assistant Superintendent, Director of Human Resources, Director of Fiscal Services and Operations, Director of Technology, Director of Food Services, Systems Analyst, Account Data Specialist, Network Administrator, Accounting Manager, Facilities Director, Assistant Facilities Director, Administrative Assistant to the Superintendent, Adult Education Facilitator, Board Certified Behavior Analyst, and Substance Abuse Counselor. Executive session anticipated. The Board may take action when it returns to public session.</p> <p>Motion made and passed unanimously to enter into executive session to discuss the employment and salary of the Assistant Superintendent, Director of Human Resources, Director of Fiscal Services and Operations, Director of Technology, Director of Food Services, Systems Analyst, Account Data Specialist, Network Administrator, Accounting Manager, Facilities Director, Assistant Facilities Director, Administrative Assistant to the Superintendent, Adult Education Facilitator, Board Certified Behavior Analyst, and Substance Abuse</p>

	<p>The motion passed unanimously.</p> <p>The Board entered executive session at 8:58 p.m.</p> <p>Mr. Giovannone and Mrs. Gabianelli left executive session at 9:48 p.m.</p> <p>The Board returned to public session at 9:59 p.m.</p> <p>Mrs. Nabozny moved to approve the employment and salary of the Assistant Superintendent, Director of Human Resources, Director of Fiscal Services and Operations, Director of Technology, Director of Food Services, Systems Analyst, Account Data Specialist, Network Administrator, Accounting Manager, Facilities Director, Assistant Facilities Director, Administrative Assistant to the Superintendent, Adult Education Facilitator, Board Certified Behavior Analyst, and Substance Abuse Counselor as discussed in executive session, seconded by Mrs. Rella.</p> <p>The motion passed 7-1-0, with Mr. Failla voting no.</p>	<p>Counselor; and to invite into the session Ms. Alisha DiCorpo, Mr. Anthony Giovannone, and Mrs. Catherine Gabianelli.</p>
W.	<p>Discussion of Superintendent's performance protocols and bases for same. Executive session anticipated. The Board may take action when it returns to public session.</p> <p>Mrs. Nabozny moved to enter into executive session to discuss the Superintendent's performance protocols and bases for same and to invite into the session Ms. Alisha DiCorpo, seconded by Mrs. McInerney.</p> <p>The motion passed unanimously.</p> <p>The Board entered executive session at 10:01 p.m.</p>	<p>Motion made and passed to approve the employment and salary of the Assistant Superintendent, Director of Human Resources, Director of Fiscal Services and Operations, Director of Technology, Director of Food Services, Systems Analyst, Account Data Specialist, Network Administrator, Accounting Manager, Facilities Director, Assistant Facilities Director, Administrative Assistant to the Superintendent, Adult Education Facilitator, Board Certified Behavior Analyst, and Substance Abuse Counselor as discussed in executive session.</p> <p>W. Discussion of Superintendent's performance protocols and bases for same. Executive session anticipated. The Board may take action when it returns to public session.</p> <p>Motion made and passed unanimously to enter into executive session to discuss the Superintendent's performance protocols and bases for same and to invite into the session Ms. Alisha DiCorpo.</p>

	<p>The Board returned to public session at 10:22 p.m.</p> <p>Mrs. Rella moved that the Board approve the Superintendent of Schools' evaluation protocols, and to further move both that the Board approve the Superintendent's new, three-year contract of employment and that the Board authorize the Board Chair to sign the contract on behalf of the Board of Education, seconded by Mrs. Monaghan.</p> <p>The motion passed unanimously.</p> <p>X. Interview and discuss candidate for the position of Assistant Superintendent. Executive session is anticipated. The Board may take action when it returns to public session.</p> <p>Mrs. McInerney moved that the Board enter into executive session to interview and discuss the candidate for the position of Assistant Superintendent, and invite into the session Ms. Alisha DiCorpo, Mrs. Catherine Gabianelli and the candidate, seconded by Mrs. Rella.</p> <p>The motion passed unanimously.</p> <p>The Board entered executive session at 10:23 p.m.</p> <p>The candidate left executive session at 10:44 p.m.</p> <p>The Board returned to public session at 11:14 p.m.</p> <p>Mrs. Nabozny moved that the Board approve the appointment of: Ms. Holly Hollander as Assistant Superintendent effective on or about July 1, 2021.</p> <p>2021-2022 salary - \$155,000; prorated to start date, seconded by Mrs. Rella.</p> <p>The motion passed unanimously.</p>	<p>Motion made and passed unanimously that the Board approve the Superintendent of Schools' evaluation protocols, and to further move both that the Board approve the Superintendent's new, three-year contract of employment and that the Board authorize the Board Chair to sign the contract on behalf of the Board of Education.</p> <p>X. Interview and discuss candidate for the position of Assistant Superintendent. Executive session is anticipated. The Board may take action when it returns to public session.</p> <p>Motion made and passed unanimously that the Board enter into executive session to interview and discuss the candidate for the position of Assistant Superintendent, and invite into the session Ms. Alisha DiCorpo, Mrs. Catherine Gabianelli and the candidate.</p> <p>Motion made and passed unanimously that the Board approve the appointment of: Ms. Holly Hollander as Assistant Superintendent effective on or about July 1, 2021.</p> <p>2021-2022 salary - \$155,000; prorated</p>
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	Mr. Failla left the meeting at 11:15 p.m.	to start date.
8.	Items for Information and Discussion <ul style="list-style-type: none"> Mrs. Faulenbach said these items represent a tremendous amount of data, time and preparation. They have already been discussed at subcommittee. She asked for any questions or follow up. There were none. <p>A. Annual Emergency Preparedness Report</p> <p>B. Annual Wellness Report 1. Wellness Policy Triennial</p> <p>C. Annual Report of the John J. McCarthy Observatory</p> <p>D. ESSER II and III</p> <p>E. State of CT Security Grant Proposal 1. Updated Five Year Capital Plan</p>	Items for Information and Discussion <p>A. Annual Emergency Preparedness Report</p> <p>B. Annual Wellness Report 1. Wellness Policy Triennial</p> <p>C. Annual Report of the John J. McCarthy Observatory</p> <p>D. ESSER II and III</p> <p>E. State of CT Security Grant Proposal 1. Updated Five Year Capital Plan</p>
9.	Adjourn <p>Mrs. Rella moved to adjourn the meeting at 11:17 p.m., seconded by Mrs. Nabozny.</p> <p>The motion passed unanimously.</p>	Adjourn <p>Motion made and passed unanimously to adjourn the meeting at 11:17 p.m.</p>

Respectfully submitted:



Cynthia Nabozny
Secretary
New Milford Board of Education

**New Milford Board of Education
Special Meeting Minutes
July 7, 2021
Sarah Noble Intermediate School Library Media Center**

RECEIVED
TOWN CLERK

2021 JUL -9 A 9:52

NEW MILFORD, CT

Present:	Mr. Joseph Failla Mrs. Wendy Faulenbach Mr. Pete Helmus Mr. Brian McCauley Mrs. Tammy McInerney Mrs. Eileen P. Monaghan Mrs. Olga I. Rella
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Also Present:	Ms. Alisha DiCorpo, Superintendent of Schools Mr. Anthony Giovannone, Director of Fiscal Services and Operations Mrs. Catherine Gabianelli, Human Resources Director Mr. Nestor Aparicio, Interim Facilities Director Mayor Pete Bass, Ex Officio
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1.	Call to Order	Call to Order
A.	Pledge of Allegiance	A. Pledge of Allegiance
	The special meeting of the New Milford Board of Education was called to order at 7:00 p.m. by Mrs. Faulenbach. The Pledge of Allegiance immediately followed.	
2.	Public Comment	Public Comment
	<ul style="list-style-type: none"> There was none. 	
3.	Discussion and Possible Action	Discussion and Possible Action
A.	Interview and discuss candidate for the position of Facilities Director. Executive session is anticipated. The Board may take action when it returns to public session.	A. Interview and discuss candidate for the position of Facilities Director. Executive session is anticipated. The Board may take action when it returns to public session.
	Mrs. Rella moved to enter into Executive Session to interview and discuss the candidate for the position of Facilities Director, and invite into the session Superintendent Alisha DiCorpo, Human Resources Director Cathy Gabianelli and the candidate, seconded by Mr. McCauley and passed unanimously.	Motion made and passed unanimously to enter into Executive Session to interview and discuss the candidate for the position of Facilities Director, and invite into the session Superintendent Alisha DiCorpo,

<p>The Board, Ms. DiCorpo, Mrs. Gabianelli and the candidate entered executive session at 7:02 p.m.</p> <p>The candidate left the session at 7:25 p.m.</p> <p>The Board returned to public session at 7:34 p.m.</p> <p>Mrs. Rella moved to approve the appointment of Matthew Cunningham to the position of Facilities Director, effective on or about July 26, 2021; 2021-22 salary \$105,000.00 prorated to start date.</p> <p>Seconded by Mr. McCauley and passed unanimously.</p>	<p>Human Resources Director Cathy Gabianelli and the candidate.</p>
<p>B. NMHS Roof Project</p> <ul style="list-style-type: none">● Mayor Pete Bass distributed handouts to the Board: pages from Municipal Building Committee (MBC) Regular Meeting Minutes of June 3, 2021; financial project summary; and funding project summary. The handouts are attached to these minutes. Mayor Bass provided a brief history of why the cost factors have increased with this building project, specifically labor cost increases and less state reimbursement than expected. He said he is requesting a total of \$450,000 from the BOE, which matches the Town’s contribution, to cover the increase. Any surplus will be returned to the Board.● Mrs. Faulenbach thanked the Mayor for attending the meeting and asked for questions.● Mr. Failla said he thinks that the 2% contingency is low and tight for a project of this size. He said he will support the additional increase since there is no choice; the roof must be fixed.● Mayor Bass said he was concerned with the 2% contingency as well but was assured by the MBC members that they were comfortable with it based on some drainage work already completed and other elements built in as safeguards.● Mrs. McInerney asked for confirmation that the Board had already approved \$200,000 for this project.	<p>Motion made and passed unanimously to approve the appointment of Matthew Cunningham to the position of Facilities Director, effective on or about July 26, 2021; 2021-22 salary \$105,000.00 prorated to start date.</p> <p>B. NMHS Roof Project</p>

Special Meeting Minutes

July 7, 2021

Sarah Noble Intermediate School Library Media Center

- Mrs. Faulenbach said that is correct. That approval was made at the June 15, 2021 Board meeting, since the overage was estimated at \$400,000 at that time and the Town was contributing \$200,000 as well.
- Mrs. Faulenbach said that everyone is in agreement that the project needs to get done. She said the project involves significant taxpayer dollars so it is important to go through the process for understanding. She said the 2020-21 end of year balance has already been approved to go to capital reserve and that the contribution to the roof was approved to come out of end of year balance. Since we are in a new fiscal year, any new authorization will need to come from capital reserve and therefore require Town Council and Board of Finance approval.
- Mrs. Rella asked to clarify that tonight's request is for an additional \$250,000 and Mayor Bass said that is correct.
- Mr. McCauley asked about timing since the monies are needed in full to start the project, but the end of year balance in capital reserve is subject to final audit.
- Mrs. Faulenbach said the capital reserve account balance is approximately \$551,000, with \$282,000 in projects approved at the June meeting. This means that if the Board approves the request for \$250,000 tonight, the capital reserve account will be basically flat. We do know that monies will come back into the account from the end of year balance once the audit is finalized. She said that she was hopeful that should there be an unexpected capital need between now and final audit that the Town would work with the Board to resolve the issue.
- Mayor Bass said they would. He asked what the expected year end balance is.
- Mr. Giovannone said at least \$2 million.
- Mr. McCauley said that once the Board approves the request, then the Town Council and Board of Finance would also have to approve it. He asked when those meetings would take place.

Special Meeting Minutes

July 7, 2021

Sarah Noble Intermediate School Library Media Center

- Mayor Bass said the Town Council meets Monday and he will then ask the Board of Finance to hold a special meeting following.
- Mrs. McInerney said she would like the motion phrased as a “not to exceed \$250,000” so the monies could be drawn from the capital reserve as needed.
- Mrs. Faulenbach said she has prepared a motion for the Board with “not to exceed \$250,000 from the capital reserve”. That will be the motion being brought forward.
- Mayor Bass said he expects the draw would be towards the end of the project.
- Ms. DiCorpo said the application references a 43.93% reimbursement rate and the handout references 41.73%.
- Mayor Bass said this is the dollar amount given by the state and they are using the lower rate to plan so as to ensure they do not have to come back and request any more funds at a later date.
- Mrs. Faulenbach said it is likely numbers will continue to fluctuate as the project continues and change orders occur. She asked that the Board be kept informed of any changes.
- Mayor Bass said he was in absolute agreement that the Board needs to be kept informed. He acknowledged Mr. McCauley as liaison to the MBC and noted the attendance of Ms. DiCorpo, Mr. Aparicio and other Board members at MBC meetings as well.
- Mrs. Faulenbach noted \$5 million in bonding in 2019 for NMHS, SNIS and Town Hall roofs, with \$1.2 million designated for the high school roof. She asked what the bonding breakdown was for all three.
- Mayor Bass said he would check.
- Mayor Bass said they were not planning on a standing seam roof when they bonded, but it was reconsidered based on the high school’s history with significant shingle replacement. When they pivoted to the standing seam, they started to look for state reimbursement and then had to hold until the roof was closer to 20 years old. The flat roof portion is not reimbursable.
- Mrs. Faulenbach noted that \$4.7 million is a significant investment.

	<ul style="list-style-type: none"> • Mayor Bass said the project is a testament to the planning of the Town and BOE. With the increase in revenue and surpluses due to COVID, the Town is able to bond \$1.2 million and complete a \$4.7 million project. • Mrs. Faulenbach reiterated that there will be change orders and some fluctuations in costs as the process continues. She said it is her hope that the Town and BOE will continue to split the difference going forward and also split any revenues coming back regarding the project. • Mayor Bass agreed. • Ms. DiCorpo asked if the 2% contingency was included when the project was filed with the state in January or if it was an additional cost driver. • Mayor Bass said he will follow up but he thinks it was not. • Mrs. Faulenbach asked what constitutes the S/P soft costs of \$125,400. Mayor Bass said he will get the full list. • Mrs. Faulenbach said ultimately the goal is to get the project done while being clear with the monies as to where and when they are added. We want to make sure we capture any and all reimbursements available and to watch how any change orders affect that. She said it will be important for the Board and MBC to discuss day to day operations of the project as it goes forward, specifically as it affects students in school. • Mayor Bass said they are just starting to talk logistics and that the 400 day project scope will bring flexibility in that area. • Mrs. Monaghan asked if the flat roof would be standing seam. • Mr. Aparicio said it will be shingle with a 10 year warranty. • Mrs. Monaghan noted that the high school was built on time and on budget 20 years ago. She hopes the same will be said of the roof. <p>Mrs. Rella moved that the Board make a request to the Town Council and Board of Finance to remove no more than \$250,000.00 from the Capital Reserve account to fund supplemental financials needed for the NMHS Roof Replacement project.</p>	<p>Motion made and passed unanimously that the Board make a request to the Town Council and Board of Finance to remove no more than \$250,000.00 from the</p>
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Special Meeting Minutes

July 7, 2021

Sarah Noble Intermediate School Library Media Center

	Seconded by Mr. McCauley and passed unanimously.	Capital Reserve account to fund supplemental financials needed for the NMHS Roof Replacement project.
4.	Adjourn Mrs. Monaghan moved to adjourn the meeting at 8:12 p.m., seconded by Mrs. Rella and passed unanimously.	Adjourn Motion made and passed unanimously to adjourn the meeting at 8:12 p.m.

Respectfully submitted:

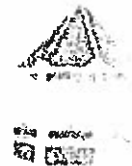


Tammy McInerney
Assistant Secretary
New Milford Board of Education



TOWN OF NEW MILFORD

Roger Sherman Town Hall
10 Main Street
New Milford, Connecticut 06776
Telephone (860) 355-6010 • Fax (860) 355-6002



MUNICIPAL BUILDING COMMITTEE REGULAR MEETING MINUTES June 3, 2021

Present: Mayor Pete Bass
Robert Beebe, Chairman, *seated and voting*
Charles Bogie, Vice Chairman, *seated and voting*
Timothy Clark, Member, *seated and voting*
Katy Francis, Member, *seated and voting*
Chris Gardner, Member, *seated and voting*
John Rosa, Member, *seated and voting*

2021 JUN 10 A 8:12

Absent: Brandon Merritt, Member

1) Call to Order and Pledge of Allegiance

Mr. Beebe called the June 3, 2021 Regular Virtual Meeting to order at 7:00pm and led the Committee in the Pledge of Allegiance. Nestor Aparicio, Brian McCauley, Dean Petrucelli and Tammy Reardon were present for the meeting.

2) Public Participation:

None

3) NMHS Roof – Update:

Dean Petrucelli, Silver/Petrucelli + Associates, Inc., and Tammy Reardon, Grant Writer and Compliance Specialist were present for the discussion. Mr. Petrucelli reviewed the bid opening results. There were 5 bids; Barrett Roofing, Greenwood Roofing, Silktown Roofing, United Roofing, and Young Developers. Bids ranged from a low of \$4,548,000.00 from United Roofing, to a high of \$6,469,000.00 from Silktown Roofing. The bid included standing seam full replacement, flat/low slope restoration, sweeping ballasts, installation of fluid applied membrane, replacement of drains, drain bowls, re-flashing and re-ballasting the roof with a 10-year warranty. The balance of shingles would be replaced with stand and seam roof. Young Developers bid was \$4,837,000.00 and Barrett Roofing was \$4,738,300.00. Silver/Petrucelli + Associates, Inc. (S/P+A) was familiar with all the roofers who placed bids.

Mr. Petrucelli had begun to vet United Roofing as the low bidder. Their base bid was low, but for a shingle roof, the credit from United Roofing was a \$919,000.00 deduction, whereas Young Developers credit was a \$1,440,000.00 deduction. If considering a shingle roof, Young Developers would be the low bid at 3,397,000.00 vs. United Roofing at 3,629,000.00. Dependent on the roof option selected, different contractors become the apparent low bidder. If standing seam was the option, United Roofing was the low bid. Mr. Petrucelli had spoken with the owner

of United Roofing regarding the project duration, as they required the most amount of time to complete the project. It was proposed at 60 days to execute and 400 days to complete. Based on the bid form, United Roofing needed all of 2021 and 2022 to complete the project. September 2022 was their completion date. United Roofing proposed the 400 days under the assumption that roof work would halt in September 2021 when school started and would not commence upon school completion in June 2022. If given permission to work while school was in session, portions of the project could be completed by year end. There was a current issue with delivery on stand and seam material. The soonest delivery date United Roofing could get was August.

United Roofing has been in business since 2014 and prior to that was a partner of Barrett Roofing. Local company out of Brookfield. S/P+A had worked on many projects with United Roofing and could speak favorably on their product, manpower, process, shop drawings and paperwork. Mr. Petrucelli recommended United Roofing for the New Milford High School roof project. United Roofing had double checked and verified all of their figures, have checked with their suppliers and are comfortable where the bid is at.

Mr. Petrucelli asked the Members for questions. Mr. Rosa asked the cost of the architectural fees for the project including CA within the 1st phase. The total A&E fees was \$125,400.00, which included everything through CA. Mr. Rosa asked if the percentage for State reimbursement was 43.9% less the 5% deduction. Ms. Reardon confirmed noting it was based on eligible expenses, not total project expense. Mr. Rosa asked what was ineligible. S/P+A deemed \$677,386.00 ineligible. Ms. Reardon said hard construction costs are not eligible, but some ancillary soft cost makes up for the ineligible number. Mr. Petrucelli said when the project was complete and audited, was when the State determined the ineligible dollar amount. The project was filed as a \$4,353,000.00 project and \$677,386.00 was filed as ineligible.

Mr. Rosa displayed a cost comparison spreadsheet, which included United Roofing and Young Developers. Mr. Rosa asked what the Town was budgeted for this project. Mayor Bass needed to consult with the Finance Director what the best financing option would be, as the costs were significantly different for the 2 lowest bidders. The total budget for the project was originally anticipated at \$4,300,000.00, but now the numbers were \$400,000.00 over the authorized amount, and the Finance Director would need to advise how to work through that. Mr. Rosa asked the Members which roof option they preferred, standing seam or shingle. In Mr. Beebe's opinion, the extra \$400,000.00 for standing seam was worth the cost. It was worth the effort to discuss locating extra funding to complete this project, which was a permanent solution to the current roof issue.

Mr. Clark asked for clarification on the numbers that were baked into the cost used. Mr. Petrucelli explained such instances as; within the base contract all drains were to be replaced, but since the time the field work had been completed, approximately a dozen drains had been replaced. Credits would be issued for all drains removed from the project. This was why 2% contingency was more than enough. Elements were built in as safeguards, and although not yet guaranteed, these safeguards may produce deductions at the end of the project as opposed to any add-ons. The bids include multiple costs for multiple options, thoroughly broken down for each roof, material option, and completion year 2021 and 2022. Mechanisms were built into the bid to break up portions of the project into different completion times. There was enough breakdown to allow the contract to be executed in virtually anyway, dependent on which roof was chosen for completion this year vs next year.

Mr. Gardner asked why there was a \$400,000.00 difference from the original estimate. The original estimate from S/P+A was 2 years old, and the Town had based the numbers off of that

estimate. A year and a half had been lost awaiting the State reimbursement number to be distributed. Mr. Beebe said the Members could not make a decision on what portions of the roof should be completed, until Mayor Bass had consulted with Finance. The financial position of the Town needed to be understood before the Committee could make any decisions. Once Mayor Bass received a number, Mr. Petrucelli would be prepared to make recommendations on which portions of the roof should be executed in 2021. There were no further questions or comments.

The item was tabled until the next regularly scheduled meeting on Thursday, June 17, 2021.

4) SNIS Tank Removal - Update:

Jack Healy, Public Works Director was unavailable for the meeting. This item was tabled until the next regularly scheduled meeting on Thursday, June 17, 2021.

5) Town Hall Roof - Update:

Dean Petrucelli, Silver/Petrucelli + Associates, Inc., and Tammy Reardon, Grant Writer and Compliance Specialist were present for the discussion. Mr. Petrucelli updated the Members. Crocker Architectural Sheet Metal was pulling from the project because they refused to execute the contract due to increase in material costs and inability to secure a subcontractor to walnut strip the wood. Crocker Architectural Sheet Metal (Crocker) provided a revised amount needed to complete the project. Material cost increases were changing daily/weekly, which effected contractors to be able to hold their bids. Crocker's new base bid was \$980,000.00 and the alternate for walnut blasting was \$149,000.00, total of \$1,129,000.00 for the project. Mr. Petrucelli informed Crocker that a publicly bid project could not be negotiated with one bidder without rebidding the project or negotiating with all the other bidders.

Mr. Petrucelli reached out to the next low bidders, #3 Premier Building Associates and #4 Alden Baily Restoration. Both contractors were still comfortable with their numbers, would honor their original bid, have confirmed with their suppliers and were able to hold the number bid. Both were completing the walnut blasting and painting in-house, so there would be no issues securing a subcontractor. Mr. Petrucelli reviewed the #3 and #4 bidders for the Members. Premier Building Associates of Branford (Premier) was the #3 bid. They had a base bid of \$892,000.00 and the alternate was \$29,000.00 for a total bid of \$921,000.00. Alden Bailey Restoration of Ridgefield (Alden Bailey) was the #4 bid. They had a base bid of \$944,810.00 and the alternate was \$137,070.00 for a total bid of \$1,081,880.00. Although Premier was more cost effective, their experience was an issue. They had no copper standing seam nor historic experience. They had only been in business for 5 years and were relatively new to the roofing industry. Silver/Petrucelli + Associates, Inc. (S/P+A) had never completed a project with Premier.

The #4 low bid, Alden Bailey was the second preferred of all firms, as they were a specialist firm. They specialize in copper historic and shingle/slate roofing, have been in business for numerous years and had completed dozens of historic copper roofs. Crocker and Alden Bailey monopolized the copper roofing market in terms of historic structures in Connecticut and Massachusetts. Mr. Petrucelli had difficulty recommending a firm that had never completed this type of project. It was not within the Town's best interest to recommend a firm as a trial to install a historic copper roof on the Town Hall. Mr. Petrucelli recommended Alden Bailey as the preferred, responsible contractor who was qualified to complete the project. Premier bid to execute the project within 14 days and completion within 635 days. Alden Bailey could execute within 10 days and completion would be 240 days. Mr. Petrucelli verified the completion days. Although Alden Bailey would do their best to exceed and excel the project, contractually they

June 16, 2021

Town of New Milford
NMHS Roof

United - Brookfield
Standing Seam

Base Bid	4,548,000.00
2% Contingency	<u>90,960.00</u>
	4,638,960.00
S/P Soft costs	<u>125,400.00</u>
Total Projected Cost	4,764,360.00
Less Flat Roof which is not reimbursable due to that this work is not a full replacement and will last less than 20 years (Projected 10 year service of flat roof work)	<u>(720,000.00)</u>
Total State of CT Reimbursable Costs	4,044,360.00
State of CT BOE Reimbursement 43.93% less 5% for roof not being fully 20 years old from State Acceptance of the Original	
41.73% HS Construction Project	<u>1,687,852.98</u>
Town Cost of Project	3,076,507.02

At the most recent MBC meeting the non reimbursable costs was estimated at \$677,386. S/P is stating the value of the flat roof work at \$720,000 is the non reimbursable cost of the project. This is the reason for the difference between the previous estimated cost to the Town of \$3,059,887.49 to \$3,076,507.02 listed above

Funding for the NMHS Roof

Projected Cost -- 4,764,360 (less 100,000 already paid on project)

Bonded Funds- 1.2 Million (Town Commitment)

Surplus Funds 19/20- 1 million

Total 2.2 million

Expenditures 100,000 (see above)

Total 2.1 Million

Surplus 20/21 -- 450,000 Town

Total- 2,550,000

Approx. State Reimbursement (see attachment) 1,687,852.98

Total = 4,237,852.98

Project cost needed -- 426,507.02

Asking for 450,000 from BOE

FOR APPROVAL

COMMENTARY: The suggested changes below are for clarity and also to better align this policy with recommended changes to the Board's general policy on school fundraisers – 3281 – as well as the Board's gifts policy. The Board has discretion to regulate fundraisers as it sees fit.

1324(a)

Community Relations

~~Fund-Raising~~ Fundraising by Students

While the Board of Education is committed to securing and allocating sufficient resources to ensure that all New Milford Public School students receive appropriate school programming, the Board recognizes that fundraising allows students, teachers and organizations to procure supplemental funding for specific projects and programs that may greatly enhance the educational experiences of New Milford Public School students. Accordingly, the Board of Education permits and will accept funds raised by students so long as the rules and procedures set forth in this policy and its accompanying administrative regulations are strictly adhered to.

~~Fund-raising shall be authorized under conditions that do not conflict with instructional programs. Fund-raising refers to the raising of non-appropriated funds for the educational benefit of students and their school funds.~~

~~Fund-raising~~ Fundraising activities shall be permitted by students attending middle and high school, provided such activities are approved in writing and carefully monitored and regulated by the school Principal or a designee. Elementary schools may not conduct any sales campaign, project, or other process which requires, encourages, or otherwise promotes the utilization of students in door-to-door solicitation.

Each Principal shall develop and maintain a list of all approved ~~fund-raising~~ fundraising activities operating within his or her school and report all activities to the Superintendent pursuant to procedures issued by the Superintendent.

The Superintendent will furnish the Board of Education with an up-to-date listing of all ~~fund-raising~~ fundraising activities being conducted in the schools during the Superintendent's Report portion of all regularly scheduled Board meetings.

~~Fund-Raising~~ Fundraising In and For The Schools

It is the responsibility of the Board to control ~~fund-raising~~ fundraising activities which involve the students in the New Milford school system.

Community Relations

~~Fund-Raising~~ Fundraising by Students

Any school-based organizations, including parent/teacher groups and organizations, wishing to engage in a ~~fund-raising~~ fundraising activity, must have prior approval from the applicable school Principal: principal or designated Central Office administrator.

The following guidelines shall apply when a school Principal considers a fund-raising activity for approval:

- ~~The gift or donation for which the fund-raiser is held shall be of sufficient benefit to the school and/or students to justify the fund-raising activity.~~
- ~~The anticipated gift or donation shall not supplant an item which had been part of the normal operational budget within the previous two fiscal years, nor the Board's responsibility for educational funding.~~
- ~~The mechanics and procedures of fund-raising shall not be an unacceptable burden to school staff members nor subject the school to any significant risks or responsibilities in handling funds.~~
- ~~Fund-raisers which involve students through their class, school club or group shall be supervised by a staff member who, along with the school Principal, accepts the responsibility for the mechanics and procedures of the fund-raiser.~~
- ~~The number of fund-raising activities per school year shall not be excessive, and shall be appropriate to the school environment.~~
- ~~Requests for fund-raising activities shall be directed to the office of the school Principal on the appropriate form (1324) for approval. The school Principal shall maintain a copy of all request forms and forward a copy of approved request forms to the Office of the Superintendent.~~
- ~~Students in grades K-5 shall not be asked to solicit outside of their home.~~
 1. The proposed fundraising campaign has a purpose that is consistent with the mission and goals of the New Milford Public Schools and will not be inappropriate or harmful to the best interests of students;
 2. The proposed fundraising campaign meets the requirements set forth in this policy and its accompanying administrative regulations;

Community Relations

~~Fund-Raising~~ Fundraising by Students

3. The proposed fundraising campaign's request narrative and/or supporting advertisements explicitly state that donated monies and items shall become the property of the New Milford Board of Education;
4. The proposed fundraising campaign will not imply endorsement of any business or product;
5. The money or items/supplies to be collected pursuant to the proposed fundraising campaign will be used in a manner consistent with District-approved curriculum;
6. The money or items/supplies to be collected pursuant to the proposed fundraising campaign will not result in undesirable or hidden costs to the District;
7. The money or items/supplies to be collected pursuant to the proposed fundraising campaign will not restrict future District action;
8. Where fundraising proceeds are in the form of monetary funds, such funds must be sent to the Superintendent or the Director of Finance, either of whom shall ensure that appropriate accounting procedures are utilized and that such funds are held until such time as they are spent for their stated purpose;
9. Where the proposed fundraising campaign seeks items or supplies the proposal appropriately establishes that the requested items or supplies:
 - a. Can be safely utilized by District students and staff;
 - b. Will be fully compatible with existing equipment, programs and/or materials;
 - c. Will not require the District to dedicate significant amounts of money or time for installation or maintenance; and
 - d. May be appropriately incorporated into District-approved curriculum;
10. Where the proposed fundraising campaign seeks technology related items the proposal appropriately establishes that the District's Director of Information Technology has confirmed that the requested technology is appropriately compatible with the District's technology infrastructure;

Community Relations

~~Fund-Raising~~ Fundraising by Students

11. The proposed fundraising campaign has a specific, pre-determined beginning and ending date;
12. The gift or donation for which the fund-raiser is held shall be of sufficient benefit to the school and/or students to justify the fund-raising activity;
13. The mechanics and procedures of the fundraising activity shall not pose an unacceptable burden to school staff members nor subject the school to any significant risks or responsibilities in handling funds;
14. Fund-raisers which involve students through their class, school club or group shall be supervised by a staff member who, along with the school Principal, accepts the responsibility for the mechanics and procedures of the fund-raiser;
15. The number of fund-raising activities per school year shall not be excessive, and shall be appropriate to the school environment;
16. Students in grades K-5 shall not be asked to solicit funds or sell merchandise outside of their home;
17. The proposed fundraising campaign will not be in conflict with state or federal law or Board of Education policy.

(cf. 3280 – Gifts to the School)

(cf. 3281 – School Fundraisers)

Policy adopted:	May 7, 2001
Policy revised:	June 9, 2009
Policy reviewed:	October 15, 2013
Policy reviewed:	June 4, 2019

NEW MILFORD PUBLIC SCHOOLS
New Milford, Connecticut

NEW MILFORD PUBLIC SCHOOLS
New Milford, Connecticut 06776
REVISED 7/24/03
FUNDRAISING ACTIVITY FOLLOW-UP FORM #1
REF. BOE POLICIES 1324 & 3281

REQUESTER: _____ **JOB TITLE:** _____

EMAIL ADDRESS: _____

SCHOOL: _____ **DATE:** _____

ORGANIZATION: _____

ACTIVITY ADVISOR: _____

FUNDRAISING ACTIVITY: (PLEASE CHECK ONE)

GIFT/DONATION: _____ **SOLICITATION:** _____

SALE OF GOODS: _____ **SALE OF SERVICES:** _____

NOTE* RAFFLES OR GAMES OF CHANCE ARE NOT PERMITTED

DETAILS OF PROPOSED FUNDRAISING ACTIVITY:

PURPOSE OF FUNDRAISER – DETAIL INTENDED USE(S) OF FUNDS:

PROPOSED START AND END DATE OF FUNDRAISER: _____

~~**DOLLAR VALUE OF INDIVIDUAL GIFT OR DONATION**~~ **FUNDRAISING TARGETS** \$ _____

IF FUNDRAISER INVOLVES THE SALE OF GOODS OR SERVICES, INDICATE RE-SALE OR RANGE OF RE-SALE PRICES \$ _____

NOTE* THE MAXIMUM ALLOWABLE RE-SALE PRICE IS \$20.00 PER UNIT.

ESTIMATED TOTAL GROSS REVENUE FROM FUNDRAISER \$ _____

SIGNATURE ACTIVITY ADVISOR: _____ **DATE:** _____

BUILDING PRINCIPAL AUTHORIZATION: _____ **DATE:** _____

BUSINESS OFFICE AUTHORIZATION: _____ **DATE:** _____

SUPERINTENDENT AUTHORIZATION: _____ **DATE:** _____

FUNDRAISER ID# (ASSIGNED BY BUSINESS OFFICE) _____

NEW MILFORD PUBLIC SCHOOLS
New Milford, Connecticut 06776
REVISED 4/7/04
FUNDRAISING ACTIVITY FOLLOW-UP FORM #2
REF. BOE POLICIES 1324 & 3281

NAME OR DESCRIPTION OF ACTIVITY _____

FUNDRAISER ID # ASSIGNED BY C/O FROM ACTIVITY APPROVAL FORM #1 _____

SCHOOL: _____ DATE: _____

ORGANIZATION: _____

ACTIVITY ADVISOR: _____

HAS THE AUTHORIZED FUNDRAISING EVENT TAKEN PLACE: YES _____, NO _____

DID THE EVENT TAKE PLACE ON THE PROPOSED DATE: YES _____, NO _____

IF NO, ON WHAT DATE DID IT OCCUR: _____

A) ACTUAL GROSS RECEIPTS FROM EVENT: \$ _____

NOTE THIS VALUE MUST EQUAL THE TOTAL OF DEPOSITS TO THE RELEVANT ACTIVITY ACCOUNT (PLEASE INDICATE FUNDRAISER ID# ON DEPOSIT VOUCHERS)*

EXPENSES (If Any) INCURRED TO RUN EVENT:

NOTE ANY & ALL EXPENSES RELATED TO THE FUNDRAISER MUST BE PAID DIRECTLY FROM THE RELEVANT ACTIVITY ACCOUNT BY CHECK. (PLEASE INDICATE FUNDRAISER ID# ON ALL DISBURSEMENT REQUESTS) IF ANY PREPARATION EXPENSES WERE INCURRED PRIOR TO THE ACTUAL EVENT PLEASE INCLUDE BELOW WITH CORRESPONDING ACTIVITY CHECK#.*

(Please Describe & Itemize)

1)	_____
2)	_____
3)	_____
4)	_____
5)	_____
6)	_____

B) TOTAL EXPENSES: \$ _____

A) – B) = NET PROCEEDS TO ORGANIZATION \$ _____

SIGNATURE OF ADVISOR: _____

RECEIVED BY BUILDING PRINCIPAL: _____ DATE: _____

RECEIVED BY BUSINESS OFFICE: _____ DATE: _____

NEW MILFORD PUBLIC SCHOOLS
New Milford, Connecticut 06776
REVISED 7/24/03
FUNDRAISING ACTIVITY FOLLOW-UP FORM #3
REF. BOE POLICIES 1324 & 3281

NEW MILFORD PUBLIC SCHOOLS
Crowdfunding Campaign Request Form

Please return signed and completed form to your designated administrator. Approval must be received from the designated administrator prior to the launch of any crowdfunding campaign.

Please Note: If requesting technology or donations to purchase technology, documentation from the technology department confirming support must accompany this request.

Requesting Employee/Eligible Organization

Individual Employee Request

Name: _____ Building: _____
Job Title: _____ Email: _____
Phone: _____

Eligible Organization Request

Organization Name: _____ Member #1 Name: _____
Member #1 Email: _____ Member #1 Phone: _____
Member #2 Name: _____ Member #2 Email: _____
Member #2 Phone: _____

Crowdfunding Campaign Proposal

Please describe the purpose of the proposed crowdfunding campaign (use additional pages if necessary):

Crowdfunding site (or sites) to be used if request is approved (please reference District's list of proposed crowdfunding websites):

Social media site(s) to be used for promotion (if applicable):

Monetary target for crowdfunding campaign (if applicable):

If goal is not reached, what will occur with donated funds:

Items/supplies being sought through crowdfunding campaign:

If technology related items are being sought through crowdfunding campaign has the District's Director of Information Technology determined that the requested technology is appropriately compatible with the District's technology infrastructure:

Classroom(s), program(s) and/or activity or activities to be benefited via crowdfunding effort:

EXACT narrative to be posted online if request is approved (use additional pages as necessary):

Anticipated start date for crowdfunding campaign: _____ End date: _____

Employee Acknowledgement

By signing this form you acknowledge that you have read and reviewed the proposed crowdfunding site(s) terms and conditions of use and that such terms and conditions do not conflict with Board policy 3281.

Individual Employee Request

Signature: _____ Date: _____

Eligible Organization Request

Member Signature: _____ Date: _____

Designated Administrator Review

Approved ☐

Denied ☐

More Information Needed _____

Explanation: _____

Administrator's Signature: _____ Date: _____

NEW MILFORD PUBLIC SCHOOLS
Crowdfunding Campaign Review Checklist

This form should be used by designated administrators to review crowdfunding campaign requests made by District employees and eligible organizations. Please review campaign request to determine if applicable requirements of the Board's fundraising campaign policy – Policy 3281 have been met.

1. Proposed crowdfunding campaign has a purpose that is consistent with the mission and goals of the New Milford Public School System and will not be inappropriate or harmful to the best education of students:

Yes ____ No ____
2. Proposed crowdfunding campaign meets the requirements set forth in Board Policy 3281 and its accompanying administrative regulations:

Yes ____ No ____
3. Proposed crowdfunding campaign's request narrative and/or supporting advertisements explicitly state that donated monies and items shall become the property of the New Milford Board of Education:

Yes ____ No ____
4. Proposed crowdfunding campaign will not imply endorsement of any business or product:

Yes ____ No ____
5. The money or items/supplies to be collected pursuant to the proposed crowdfunding campaign will be used in a manner consistent with District-approved curriculum:

Yes ____ No ____
6. The money or items/supplies to be collected pursuant to the proposed crowdfunding campaign will not result in undesirable or hidden costs to the District:

Yes ____ No ____

7. The money or items/supplies to be collected pursuant to the proposed crowdfunding campaign will not restrict future District action:
- Yes ____ No ____
8. Proposed crowdfunding campaign has a specific, pre-determined beginning and ending date;
- Yes ____ No ____
9. Proposed crowdfunding campaign will not be in conflict with state or federal law or Board of Education policy.
- Yes ____ No ____
-

Specific Considerations for Crowdfunding Campaigns Seeking Items/Supplies

1. Requested items/supplies can be safely utilized by District students and staff:
- Yes ____ No ____
2. Requested items/supplies will be fully compatible with existing equipment, programs and/or materials;
- Yes ____ No ____
3. Requested items/supplies will not require the District to dedicate significant amounts of money or time for installation or maintenance:
- Yes ____ No ____
4. Requested items/supplies may be appropriately incorporated into District-approved curriculum:
- Yes ____ No ____

Crowdfunding Request for Technology Related Items

The designated administrator should review all crowdfunding requests with the District's Director of Information Technology to determine whether the requested technology is appropriately compatible with the District's technology infrastructure.

Requested technology is appropriately compatible with the District's technology infrastructure:

Yes ____ No ____

Designated Administrator Review

Approved ☐

Denied ☐

More Information Needed _____

Explanation: _____

Administrator's Signature: _____ Date: _____

FOR SECOND REVIEW

COMMENTARY: The recommended changes to this policy below are intended to make clear that the “resources” of the District should be interpreted broadly when it comes to advertising and promotion. District team names, logos, mascots, etc. are the District’s intellectual property and would clearly fall within the scope of the revision per paragraph 4.

With this being said, the Board may want to consider whether it wants to allow for-profit companies to license District logos, team names, etc. Some districts, particularly in other states (i.e. Texas) with big high-school sports followings, do enter into licensing agreements with local vendors so that the vendor pays an amount to the District for the right to use the logo on merchandise. If the Board would potentially be interested, additional policy language would be needed to create a standard licensing agreement template. The advantage to licensing would be that the District could make some revenue off of its logos, team names, etc. in the same way it does off of rental of sports fields, although if requests to use team names, logos etc. are infrequent it may not be worth the time and effort of an extensive policy revision.

1325(a)

Community Relations

Advertising and Promotion

The Board of Education has a responsibility to protect students from possible exploitation by private interests through exposure to advertising within the school environment. Because marketing and promotional materials are a pervasive element in our culture, it is ~~unfeasible~~ **not feasible** to strictly prohibit the indirect or incidental advertisement of products and services to students and parents.

The resources of the New Milford Public Schools may not be used to advertise or promote goods or services to students if the primary purpose of such activity is to create commercial benefit for a non-school entity. **For purposes of this policy and any accompanying administrative regulations, the resources of the New Milford Public Schools include but are not limited to the following:**

- 1. Personal property and equipment owned or controlled by the District, including email and other electronic systems;**
- 2. Real property dedicated to school purposes, including school buildings, athletic fields and facilities;**
- 3. The work and activities of District staff when such work or activities are undertaken on behalf of the District, or at the direction of District personnel;**
- 4. The intellectual property of the District including school names, logos, team names, mascots and related names and imagery.**

Community Relations

Advertising and Promotion

Any advertising by the school, staff or affiliated organizations must be done in a thoughtful, careful and tasteful manner consistent with the educational goals of the District and in the best interests of the students. The Superintendent of Schools must approve any advertising by private interests in ~~school-district~~ District facilities or on ~~school-district~~ District property. The approval of such advertising does not imply that the Board endorses the product, services or item being advertised.

In addition, approval must be consistent with the educational interests of the students as well as the requirements of other Board policies. Any approval will state precisely where such advertising may be placed. Advertising by private interests will not be allowed outside the specific area approved by the Board of Education.

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

Legal Reference: Title IX of the Educational Amendments of 1972.

Policy adopted:	May 7, 2001
Policy revised:	June 9, 2009
Policy revised:	November 10, 2009
Policy reviewed:	October 15, 2013
Policy revised:	August 20, 2019

NEW MILFORD PUBLIC SCHOOLS
New Milford, Connecticut

COMMENTARY: Connecticut boards of education have broad discretion to admit and set tuition rates for out-of-district students as they see fit. There is no legal requirement that such students be admitted but if the Board wishes to admit such students having a policy governing their attendance is strongly encouraged. The suggested changes below are designed to clarify the conditions of attendance for such students.

Business/Non-Instructional Operations

Tuition Fees

The Board of Education may permit students from other school districts to attend local schools when they can be accommodated in existing classes. The students or their sending district shall pay a tuition fee to be established annually by the Board of Education. **The Board may establish separate tuition rates for elementary and secondary schools.** The administration will provide students applying for admission in any given year with an estimated rate with the provision that tuition will be adjusted based on budgetary approval. **Non-resident students who are eligible for ~~Special education students~~ special education and related services** or other school districts, as the case may be, will be charged at a rate equal to a pro-rata share of the costs of their program.

I. Individual, Non-Resident Students

Non-resident students **who seek admission to the New Milford Public Schools outside of a tuition agreement with a sending board of education as set forth in Section II below** may be accepted under the following conditions:

1. A non-resident student shall apply to be admitted in writing to the Superintendent and shall state the reason for seeking admission, with a description of the applicant's proposed academic program.
2. The parent/guardian (or student age eighteen or older) will provide complete records for the student. Such records will include grades, discipline records, medical records, special education records, test results, and any **additional** information requested **by the Superintendent or his or her designee.**
3. The student shall be interviewed for admission by the Assistant Superintendent, who will make a thorough review of the student's records, consult with the building Principal, and make a recommendation to the Superintendent. The Superintendent shall decide upon the admission of the student. The Superintendent may admit a student only if space is available.
4. Prior to his or her recommendation to the Superintendent, the Assistant Superintendent may require the student to undergo any testing deemed necessary.

Business/Non-Instructional Operations

Tuition Fees

5. The student shall be capable of performing at or above grade level or in an established program of the New Milford Public Schools. In determining whether the student can be accommodated in an existing program, the Assistant Superintendent, prior to his or her recommendation, may refer the matter to the district-wide special education supervisor who may, in turn, consult with a planning and placement team. The supervisor or PPT will forward a report to the Assistant Superintendent.
6. Tuition must be paid in advance four times per year in September, December, March and May as a condition of continued enrollment, and such tuition shall be prorated for admission beginning after the start of the school year. In the event a student withdraws from the New Milford Public Schools, tuition for the semester in progress will not be refunded.
7. Courses ~~of~~ **for** New Milford students will be scheduled before those of tuition students.
8. A student may continue as a tuition student from year to year unless notified in writing by the Superintendent of Schools that attendance will be terminated.
9. A certified staff member whose child has been admitted to the New Milford Public Schools shall pay 50% of the established tuition rate. Tuition shall be made in equal payments four times per year in September, December, March and May as a condition of continued enrollment.

~~Non-resident students or their parents or guardians shall provide all necessary transportation to and from school. An admitted student will be subject to all academic and disciplinary requirements applied to New Milford students.~~

In the event of a dispute concerning the student's education, the written decision of the Board of Education concerning such education shall be final. A non-resident student's continued enrollment in the New Milford Public Schools will be contingent upon compliance with all academic and disciplinary requirements, satisfactory academic progress, satisfactory behavior, and the availability of staff and resources.

Only the board of education, acting at its sole discretion, may waive tuition.

Business/Non-Instructional Operations

Tuition Fees

II. Tuition Students Sent By Other Boards Of Education

The Board of Education, at its discretion, may enter into an agreement with another local or regional Board of Education to accept such local or regional Board's ~~seventh~~ **ninth** through twelfth grade students on a tuition basis. Prior to entering into an agreement to accept such students, the superintendent of schools shall file with the Board of Education a written recommendation on the enrollment of students based on the following factors:

1. The impact on Boards of Education currently having an arrangement with the New Milford Board of Education.
2. The proposed method of transporting tuition students.
3. The impact on resident students.
4. Impact on staffing and instructional materials.
5. Impact on facilities.
6. Information regarding student educational placement.
7. Any other factors deemed relevant.

After the Board has tentatively approved the acceptance of students under the jurisdiction of another Board of Education, the Superintendent shall submit to the Board for approval a proposed written agreement establishing the terms and conditions (including tuition charges) under which students from another jurisdiction will be enrolled in the New Milford Public Schools.

III. Student Conduct

Nonresident students attending the New Milford Public Schools will be governed by the same student discipline and behavior policies applicable to resident students. Nonresident attendance is a privilege and not a right. Accordingly, such attendance may be revoked upon recommendation of the Superintendent of Schools and approval by the Board of Education upon a finding that the student has violated the applicable school code of conduct.

IV. Transportation

Nonresident students enrolled in the New Milford Public Schools, pursuant to this policy, must make their own transportation arrangements at their own cost and expense. Upon acceptance for attendance, students over the age of eighteen, or parents or guardians shall inform the Principal of New Milford High School, or his or her designee, of their intended daily transportation arrangements and shall likewise inform the Principal or designee whenever there is a need to change such arrangements.

Business/Non-Instructional Operations

Tuition Fees

V. Extracurricular Activities

Nonresident students shall be responsible for paying any fees, costs or expenses associated with participation in New Milford Public Schools' athletics, field trips, extracurricular activities, or the administration of the SAT, ACT, AP, or any other examinations to the same extent as New Milford resident students.

VI. Special Education/Section 504

Any nonresident student accepted into the New Milford Public Schools who requires special education services or Section 504 accommodations, or who after admission is considered to be a candidate for special education services or Section 504 accommodations, shall not be referred to a New Milford Public Schools planning and placement team or 504 team, but shall be referred to the planning and placement team or 504 team in the community where the student would otherwise be attending school for all special education decisions. The New Milford Board of Education will not be responsible for any special education or Section 504 costs of nonresident students unless required by law.

VII. Homeless Students

Notwithstanding any other provision of this policy to the contrary, New Milford resident students who are forced to temporarily live outside of the District due to an incident of homelessness may remain enrolled in the New Milford Public Schools without being required to pay tuition in accordance with state and federal law.

(cf. 5118 – Nonresident Students)

(cf. 5118.1 – Homeless Students)

Legal Reference: Connecticut General Statutes

- 10-33 Tuition in towns in which no high school is maintained.
- 10-35 Notice of discontinuance of high school service to nonresidents.
- 10-55 Pupils to attend regional school.
- 10-220 Duties of Boards of Education.
- 10-253 School privileges for children in certain placements, nonresident children and children in temporary shelters.
- ~~10-266 Reimbursement for education of pupils residing in state property.~~

Business/Non-Instructional Operations

Tuition Fees

United States Code

42 U.S.C. §11301 et seq. McKinney-Vento Homeless Assistance Act

Policy adopted: June 11, 2002
Policy revised: June 10, 2008
Policy revised: March 8, 2011
Policy reviewed: February 25, 2014
Policy revised: February 9, 2016

NEW MILFORD PUBLIC SCHOOLS
New Milford, Connecticut

COMMENTARY: This policy is not legally mandated but it fine for the Board to maintain. Under the law educational supplies and equipment – including textbooks – are generally regarded as the property of the local board of education while school buildings and school grounds are considered the property of the town but subject to board of education control when used for educational purposes. Accordingly, the changes below are meant to reflect that concept and better align the policy with statutory language addressing the sale of books and school supplies.

Business/Non-Instructional Operations

Sales & Disposal of Books, Equipment & Supplies

When equipment, books and materials become worn out, obsolete, **inadequate**, surplus, or otherwise unusable in the schools, the Superintendent ~~shall tender such items to town agents for disposition~~ **may authorize their sale, trade-in or disposal as he or she deems to be in the best interests of the district.** ~~Notwithstanding this provision, the Board of Education may donate discontinued textbooks to another Board of Education. Should the town refuse to accept the tender of these items in writing within thirty days, the Superintendent may authorize their disposal in a manner to the district's best advantage subject to the following:~~

(1) **Books, equipment and supplies** may not be sold directly to individuals. Any proceeds from ~~disposition of the sale of any books,~~ equipment or supplies shall be deposited in the ~~town general fund~~ **Board of Education's operating budget for the year in which such sale is made.**

(2) The Board of Education may, upon recommendation of the Superintendent of Schools, authorize the disbursement or destruction of outdated textbooks which are **inadequate or** no longer useful to the educational program, provided that such books have been determined obsolete by the professional administrative staff.

(3) When books are sold either to used book vendors or shredders, this money must be returned to the ~~town general fund~~ **Board of Education's operating budget.** If and when such books are given to the PTA/PTO, the PTA/PTO may dispose of them as they wish. Any monies received therefrom can be retained in the PTA/PTO account.

Legal Reference: Connecticut General Statutes

10-220 Duties of Boards of Education.
10-229 Change of Textbooks
10-240 Control of schools.
10-241 Powers of school districts.

Business/Non-Instructional Operations

Sales & Disposal of Books, Equipment & Supplies

Policy adopted: June 11, 2002
Policy revised: June 10, 2008
Policy reviewed: February 25, 2014

NEW MILFORD PUBLIC SCHOOLS
New Milford, Connecticut

NEW MILFORD PUBLIC SCHOOLS

Accounting Department

50 East Street

New Milford, Connecticut 06776

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

To: Alisha DiCorpo, Superintendent
From: Kathy Sanders, Accounting Manager
Date: July 13, 2021
Re: Authorized Signature Change

The following action is recommended effective July 21, 2021:

The New Milford Board of Education hereby resolves that Raymond Manka, Principal of New Milford High School, is an authorized signatory on the following Webster Bank accounts for the New Milford Public Schools:

NMHS Activity Master Fund
NMHS Operations Master Fund
NMHS Class of Master Fund
NMHS Scholarship Account

Comments:

Two signatures required on accounts.

The account numbers have been intentionally left blank.

NEW MILFORD PUBLIC SCHOOLS

EXHIBIT A

Regular Meeting of the Board of Education
New Milford, Connecticut
July 20, 2021

ACTION ITEMS

A. Personnel

1. CERTIFIED STAFF

a. RESIGNATIONS

- | | |
|--|-------------------------|
| 1. Mrs. Sasha Cordero , World Languages Teacher, New Milford High School effective June 30, 2021. | Took position elsewhere |
| 2. Ms. Kara Hugya , World Languages Teacher, New Milford High School effective June 12, 2021. | Separation |
| 3. Mr. Robert Nathan , School Counselor, New Milford High School effective June 22, 2021. | Personal Reasons |
| 4. Mrs. Linda Santoro , Gifted and Talented Teacher, Sarah Noble Intermediate School / Schaghticoke Middle School effective July 6, 2021. | Took position elsewhere |
| 5. Ms. Lynn Spalding , Technology (PLTW) Teacher, Schaghticoke Middle School effective July 12, 2021. | Took position elsewhere |

2. CERTIFIED STAFF

b. NON-RENEWALS

1. None currently

3. CERTIFIED STAFF

c. APPOINTMENTS

- | | |
|--|---|
| 1. Ms. Stephanie Acheson-Berman , French Teacher, New Milford High School effective August 20, 2021.
2021-2022 Salary – \$95,603 (Step 15 Masters +60) | <i>Education History:</i>
BA: Boston University
Major: French Language & Literature
MA: Portland State University
Major: Education

<i>Work Experience:</i>
15 yrs. Massachusetts

Rep: S. Cordero |
| 2. Ms. Shelby Church , Spanish Teacher, New Milford High School effective August 20, 2021.
2021-2022 Salary – \$52,933 (Step 2 Masters) | <i>Education History:</i>
BA: SCSU
Major: Spanish
MA: Quinnipiac University
Major: Spanish

<i>Work Experience:</i>
1 yr. Wolcott

Rep: K. Hugya |

- | | |
|---|--|
| <p>3. Mr. Kriston Ervin, School Counselor, New Milford High School effective August 20, 2021.
2021-2022 Salary – \$54,843 (Step 1 Masters), plus 6 additional days</p> | <p><i>Education History:</i>
BA: CCSU
Major: Psychological Science
MA: Seton Hall University
Major: School Counseling</p> <p><i>Work Experience:</i>
Intern – Cheshire</p> <p>Replacing: R. Nathan</p> |
| <p>4. Ms. Kelly Gray, School Counselor, Hill and Plain School / Northville Elementary School effective August 20, 2021.
2021-2022 Salary – \$56,958 (Step 3 Masters)</p> | <p><i>Education History:</i>
BS: University of Delaware
Major: Early Childhood Development & Education
MEd: Wilmington University
Major: School Counseling</p> <p><i>Work Experience:</i>
2 yrs. Maryland</p> <p>New budgeted (ESSER II Grant)</p> |
| <p>5. Mrs. Kelly Harding, Literacy/Math Interventionist, Sarah Noble Intermediate School effective August 20, 2021.
2021-2022 Salary – \$72,222 (Step 9 Masters+60)</p> | <p><i>Education History:</i>
BS: University of Rhode Island
Major: Early Childhood Education
MS: Wagner College
Major: Literacy Education & Special Education</p> <p><i>Work Experience:</i>
8 yrs. Bethel</p> <p>Replacing: S. Hackel</p> |
| <p>6. Ms. Yvonne Lazzaro, Math Teacher, New Milford High School effective August 20, 2021.
2021-2022 Salary – \$54,843 (Step 1 Masters)</p> | <p><i>Education History:</i>
BA: Western New England University
Major: Mathematics
MA: Western New England University
Major: Mathematical Teaching</p> <p><i>Work Experience:</i>
4 yrs. Cathedral HS, Massachusetts
10 yrs. Immaculate HS
3 yrs. St. Joseph's HS</p> <p>Rep: A. Honiker</p> |
| <p>7. Mrs. Elizabeth Leto, Grade 2, Northville Elementary School effective August 20, 2021.
2021-2022 Salary – \$61,355 (Step 6 Masters)</p> | <p><i>Education History:</i>
BA: WCSU
Major: Communications
MS: University of Bridgeport
Major: Elementary Education</p> <p><i>Work Experience:</i>
8 yrs. Danbury</p> <p>New budgeted</p> |

- 8. Mr. Scott Mason**, Math Interventionist, Schaghticoke Middle School effective August 20, 2021.
2021-2022 Salary – \$54,843 (Step 1 Masters)

Education History:
BM: SUNY, Purchase
Major: Studio Composition
MM: SUNY, Purchase
Major: Studio Composition
6th Yr. Cert.: University of Bridgeport
Major: Elementary Education

Work Experience:
LT Sub Ridgefield

Rep: L. Dablain

- 9. Mrs. Stefanie Pilla**, Grade 2, Northville Elementary School effective August 20, 2021.
2021-2022 Salary – \$68,757 (Step 9 Masters)

Education History:
BA: Sacred Heart University
Major: English
MA: Sacred Heart University
Major: Elementary Education

Work Experience:
8 yrs. Darien
LT Sub New Milford

Rep: D. Koval

- 10. Ms. Hannah Redstone**, Grade 1 Teacher, Hill and Plain School effective August 20, 2021.
2021-2022 Salary – \$54,843 (Step 1 Masters)

Education History:
BA: WCSU
Major: Criminal Justice
MA: Sacred Heart University
Major: Elementary Education

Work Experience:
LT sub New Milford Public Schools

New budgeted

- 11. Ms. Erin Wooley**, Kindergarten Teacher, Northville Elementary School effective August 20, 2021.
2021-2022 Salary – \$52,242 (Step 1 Bachelors)

Education History:
BS: University of Ohio
Major: Early Childhood Education

Work Experience:
LT Sub New Milford

Rep: K. Roshon

- 12. Ms. Marcy Zacchea**, Science Teacher, New Milford High School effective August 20, 2021.
2021-2022 Salary – \$91,197 (Step 15 Masters)

Education History:
BA: SUNY Farmingdale
Major: Biology
MA: Long Island University
Major: Science Education

Work Experience:
14 yrs. West Hartford Public Schools

Replacing: M. Coleman

13. Mrs. Ashley Albanese , Transition Coordinator for Special Education effective August 20, 2021. 2021-2022 stipend - \$4,774	Staff member since 2013
14. Mrs. Jennifer Amodeo , Head Teacher for Unified Arts, Sarah Noble Intermediate School effective August 20, 2021. 2021-2022 stipend - \$2,931	Staff member since 2007
15. Mrs. Suzanne Andrews , Department Chair for Social Studies, New Milford High School effective August 20, 2021. 2021-2022 stipend - \$4,299	Staff member since 2003
16. Mr. Jason Arnauckas , Department Chair for Physical Education/Health, New Milford High School effective August 20, 2021. 2021-2022 stipend - \$4,299	Staff member since 2002
17. Mrs. Lauren Bergner , Department Chair for Special Education-PK-2, Hill and Plain School and Northville Elementary School effective August 20, 2021. 2021-2022 stipend - \$4,299	Staff member since 2003
18. Mrs. Gina Bernard , Head Teacher for ELA (English/LA), Schaghticoke Middle School effective August 20, 2021. 2021-2022 stipend - \$2,931	Staff member since 1992
19. Mr. Jeffrey Bronn , Department Chair for English, New Milford High School effective August 20, 2021. 2021-2022 stipend - \$4,299	Staff member since 2004
20. Mrs. Darcy Campbell , .49 Department Chair for Special Education, New Milford High School effective August 20, 2021. 2021-2022 stipend - \$4,299	Staff member since 2001
21. Ms. Katelyn Cirella , Team Leader for Grade 7, Schaghticoke Middle School effective August 20, 2021. 2021-2022 stipend - \$2,931	Staff member since 2019
22. Mr. Adam Ciullo , District-wide Psychological Services Co-Coordinator effective August 20, 2021. 2021-2022 stipend - \$2,387 (50% of \$4,774)	Staff member since 2013

23. Mrs. Jane Danish , Head Teacher for Support Services, Sarah Noble Intermediate School effective August 20, 2021. 2021-2022 stipend - \$2,931	Staff member since 2006
24. Mr. Kevin Deitz , Co-Head Teacher for Math, Schaghticoke Middle School effective August 20, 2021. 2021-2022 stipend - \$1,465.50 (50% of \$2,931)	Staff member since 2007
25. Mrs. Sara Del Mastro , Department Chair for Science, New Milford High School effective August 20, 2021. 2021-2022 stipend - \$4,299	Staff member since 2014
26. Mrs. Floretta (Jean) Ficke , Team Leader for Grade 6, Schaghticoke Middle School effective August 20, 2021. 2021-2022 stipend - \$2,931	Staff member since 2004
27. Mrs. Stacy Haleks , Head Teacher for Grade 4, Sarah Noble Intermediate School effective August 20, 2021. 2021-2022 stipend - \$2,931	Staff member since 2001
28. Mr. Nathan Hatfield , Team Leader for Grade 8, Schaghticoke Middle School effective August 20, 2021. 2021-2022 stipend - \$2,931	Staff member since 2019
29. Mrs. Sarah Elizabeth Herring , Head Teacher for Special Education, Sarah Noble Intermediate School effective August 20, 2021. 2021-2022 stipend - \$2,931	Staff member since 2004
30. Mr. Robert Hibbard , Head Teacher for Unified Arts, Schaghticoke Middle School effective August 20, 2021. 2021-2022 stipend - \$2,931	Staff member since 1999
31. Mrs. Robyn Hicks , Team Leader for Grade 8, Schaghticoke Middle School effective August 20, 2021. 2021-2022 stipend - \$2,931	Staff member since 1999
32. Ms. Ashley Kivela , Co-Head Teacher for Social Studies, Schaghticoke Middle School effective August 20, 2021. 2021-2022 stipend - \$1,465.50 (50% of \$2,931)	Staff member since 2018
33. Mrs. Michelle Klee , Head Teacher for Grade 5, Sarah Noble Intermediate School effective August 20, 2021. 2021-2022 stipend - \$2,931	Staff member since 2005

34. Mrs. Danette Lambiase , Head Teacher for Guidance, New Milford High School effective August 20, 2021. 2021-2022 stipend - \$2,931	Staff member since 1998
35. Mr. James Martin , Team Leader for Grade 7, Schaghticoke Middle School effective August 20, 2021. 2021-2022 stipend - \$2,931	Staff member since 2000
36. Mrs. Theresa McGuinness , Co-Head Teacher for Math, Schaghticoke Middle School effective August 20, 2021. 2021-2022 stipend - \$1,465.50 (50% of \$2,931)	Staff member since 2006
37. Mrs. Heather Morin , Team Leader for Grade 8, Schaghticoke Middle School effective August 20, 2021. 2021-2022 stipend - \$2,931	Staff member since 1999
38. Mrs. Lynn Nissenbaum , District-wide Psychological Services Co-Coordinator effective August 20, 2021. 2021-2022 stipend - \$2,387 (50% of \$4,774)	Staff member since 2012
39. Mrs. Katelynn Oviatt , Team Leader for Grade 7, Schaghticoke Middle School effective August 20, 2021. 2021-2022 stipend - \$2,931	Staff member since 2014
40. Mrs. Janice Perrone , Head Teacher for Business and Technology Education, New Milford High School effective August 20, 2021. 2021-2022 stipend - \$2,931	Staff member since 2000
41. Mrs. Laura Ramdin , Team Leader for Grade 6, Schaghticoke Middle School effective August 20, 2021. 2021-2022 stipend - \$2,931	Staff member since 2017
42. Mr. Daniel Savo , Co-Head Teacher for Social Studies, Schaghticoke Middle School effective August 20, 2021. 2021-2022 stipend - \$1,465.50 (50% of \$2,931)	Staff member since 2017
43. Ms. Jennifer Saraiva , Head Teacher for World Languages, Schaghticoke Middle School effective August 20, 2021. 2021-2022 stipend - \$2,931	Staff member since 2006
44. Mrs. Jillian Slater , .49 Department Chair for Special Education, Schaghticoke Middle School effective August 20, 2021. 2021-2022 stipend - \$4,299	Staff member since 2019

45. Mrs. Susan Stoughton , Head Teacher for Science, Schaghticoke Middle School effective August 20, 2021. 2021-2022 stipend - \$2,931	Staff member since 2000
46. Mrs. Jennifer Titus , Speech Services Coordinator, District Wide effective August 20, 2021. 2021-2022 stipend - \$4,774	Staff member since 2002
47. Mrs. Jennifer Vincent , Team Leader for Grade 6, Schaghticoke Middle School effective August 20, 2021. 2021-2022 stipend - \$2,931	Staff member since 2017
48. Mrs. Jessica Ward , Department Chair for World Languages, New Milford High School effective August 20, 2021. 2021-2022 stipend - \$4,299	Staff member since 2008
4. MISCELLANEOUS STAFF a. RESIGNATIONS 1. None currently	
5. MISCELLANEOUS STAFF b. APPOINTMENTS 1. None currently	
6. NON-CERTIFIED STAFF AND LICENSED STAFF a. RESIGNATIONS 1. Ms. Laura Lyons , Paraeducator, Sarah Noble Intermediate School effective June 30, 2021.	Moving out of state
2. Mrs. Edna Norlander , Secretary to Assistant Principal, New Milford High School, due to retirement, effective October 2, 2021.	Retirement
3. Mrs. Nancy Titcomb , General Food Service Worker, Sarah Noble Intermediate School effective June 28, 2021.	Moved out of state
7. NON-CERTIFIED AND LICENSED STAFF b. APPOINTMENTS 1. None currently	
8. ADULT EDUCATION STAFF a. RESIGNATIONS 1. None currently	

9. ADULT EDUCATION STAFF

b. APPOINTMENTS

- | | |
|--|--|
| 1. Mr. Patrick (Kelly) Duncan, Adult Education Mandated Teacher, Adult Education Program effective August 16, 2021. | Hourly rate: \$36.41
Current Staff Member |
| 2. Mr. Ryan Eberts, Adult Education Mandated Teacher, Adult Education Program effective August 16, 2021. | Hourly rate: \$36.41
<i>Education History:</i>
BA: Dickinson College
Major: Economics
MA: Sacred Heart University
Major: Education |
| 3. Mr. Greg Garner, Adult Education Mandated Teacher, Adult Education Program effective August 16, 2021. | Hourly rate: \$36.41
Current Staff Member |
| 4. Mr. Brad Jones, Adult Education Mandated Teacher, Adult Education Program effective August 16, 2021. | Hourly rate: \$36.41
Current Staff Member |
| 5. Mrs. Debbie Knipple, Adult Education Mandated Teacher, Adult Education Program effective August 16, 2021. | Hourly rate: \$36.41
Current Staff Member |
| 6. Mrs. Jennifer LaCava, Adult Education Mandated Teacher, Adult Education Program effective August 16, 2021. | Hourly rate: \$36.41
Current Staff Member |
| 7. Mrs. Theresa McGuinness, Adult Education Mandated Teacher, Adult Education Program effective August 16, 2021. | Hourly rate: \$36.41
Current Staff Member |
| 8. Mr. Joe Neff, Adult Education Mandated Teacher, Adult Education Program effective August 16, 2021. | Hourly rate: \$36.41
Current Staff Member |
| 9. Mr. Justin Ongley, Adult Education Mandated Teacher, Adult Education Program effective August 16, 2021. | Hourly rate: \$36.41
Current Staff Member |
| 10. Mrs. Stefanie Pilla, Adult Education Mandated Teacher, Adult Education Program effective August 16, 2021. | Hourly rate: \$36.41
<i>Education History:</i>
BA: Sacred Heart University
Major: English
MA: Sacred Heart University
Major: Elementary Education |
| 11. Mrs. Keli Solomon, Adult Education Mandated Teacher, Adult Education Program effective August 16, 2021. | Hourly rate: \$36.41
Current Staff Member |

<p>12. Mrs. Janet Swierbut, Adult Education Mandated Teacher, Adult Education Program effective August 16, 2021.</p>	<p>Hourly rate: \$36.41 Current Staff Member</p>
<p>10. BAND STAFF a. RESIGNATIONS 1. None currently</p>	
<p>11. BAND STAFF b. APPOINTMENTS</p>	
<p>1. Mr. James Cannizzaro, Marching Band – Music/Visual Tech, New Milford High School effective August 9, 2021.</p>	<p>2021-2022 Stipend: \$992</p>
<p>2. Ms. Alissa Carrozza, Marching Band – Guard Assistant - Fall, New Milford High School effective August 9, 2021.</p>	<p>2021-2022 Stipend: \$1985</p>
<p>3. Ms. Gina Carrozza, Marching Band – Visual Tech, New Milford High School effective August 9, 2021.</p>	<p>2021-2022 Stipend: \$1486</p>
<p>4. Mr. Anthony Cortese, Marching Band – Music/Visual Tech, New Milford High School effective August 9, 2021.</p>	<p>2021-2022 Stipend: \$992</p>
<p>5. Ms. Taylor Davis, Marching Band – Guard Director – Fall, New Milford High School effective August 9, 2021.</p>	<p>2021-2022 Stipend: \$3928</p>
<p>6. Mr. Adam Heavens, Marching Band – Drumline Assistant, New Milford High School effective August 9, 2021.</p>	<p>2021-2022 Stipend: \$1486</p>
<p>7. Mr. Christopher Loffredo, Marching Band – Pit Instructor/Arranger, New Milford High School effective August 9, 2021.</p>	<p>2021-2022 Stipend: \$1486</p>
<p>8. Mr. George Maloney, Marching Band – Music/Visual Tech, New Milford High School effective August 9, 2021.</p>	<p>2021-2022 Stipend: \$992</p>
<p>9. Mr. David Paradis, Marching Band – Drumline Caption Head, New Milford High School effective August 9, 2021.</p>	<p>2021-2022 Stipend: \$1486</p>
<p>10. Mr. Tim Polhemus, Marching Band – Guard Tech - Fall, New Milford High School effective August 9, 2021.</p>	<p>2021-2022 Stipend: \$1486</p>
<p>11. Mr. Zach Whitlock, Marching Band – Visual Caption Head, New Milford High School effective August 9, 2021.</p>	<p>2021-2022 Stipend: \$1985</p>

12. COACHING STAFF

a. RESIGNATIONS

- 1. None**

13. COACHING STAFF

b. APPOINTMENTS

- 1. None currently**

14. LEAVES OF ABSENCE

- 1. None currently**



RANGE	MAJOR OBJECT CODE DESCRIPTION	ORIGINAL BUDGET	TRANSFERS	REVISED BUDGET	YTD ACTUAL	ENCUMBRANCES	BALANCE	% USED
100'S	SALARIES - CERTIFIED	29,661,381	0	29,661,381	29,107,961	0	553,420	98.13%
100'S	SALARIES - NON CERTIFIED	9,375,760	0	9,375,760	8,797,995	0	577,765	93.84%
200'S	BENEFITS	11,074,320	-3,000	11,071,320	10,572,329	0	498,991	95.49%
300'S	PROFESSIONAL SERVICES	3,811,054	7,963	3,819,017	3,742,010	0	77,007	97.98%
400'S	PROPERTY SERVICES	917,680	-150	917,530	822,840	0	94,690	89.68%
500'S	OTHER SERVICES	7,918,036	-7,815	7,910,221	7,568,082	0	342,139	95.67%
600'S	SUPPLIES	2,604,719	381	2,605,100	2,156,384	0	448,716	82.78%
700'S	CAPITAL	10,627	0	10,627	23,379	0	(12,752)	219.99%
800'S	DUES AND FEES	89,051	2,621	91,672	70,282	0	21,390	76.67%
900'S	REVENUE	-1,000,107	0	-1,000,107	-1,281,824	0	281,717	128.17%
GRAND TOTAL		64,462,522	0	64,462,522	61,579,439	0	2,883,083	95.53%

SALARIES - NON CERTIFIED BREAKOUT

OBJECT	ACCOUNT DESCRIPTION	ORIGINAL BUDGET	TRANSFERS	REVISED BUDGET	YTD ACTUAL	ENCUMBRANCES	BALANCE	% USED
51180	SALARIES - NON CERT - STIPENDS	516,890	0	516,890	433,251	0	83,639	83.82%
51201	SALARIES - NON CERT - PARA EDUCATORS	2,049,757	0	2,049,757	1,800,823	0	248,934	87.86%
51202	SALARIES - NON CERT - SUBSTITUTES	894,478	0	894,478	937,562	0	-43,084	104.82%
51210	SALARIES - NON CERT - SECRETARY	1,871,103	0	1,871,103	1,838,543	0	32,560	98.26%
51225	SALARIES - NON CERT - TUTORS	275,695	0	275,695	181,234	0	94,461	65.74%
51240	SALARIES - NON CERT - CUSTODIAL	1,909,059	0	1,909,059	1,812,954	0	96,105	94.97%
51250	SALARIES - NON CERT - MAINTENANCE	920,442	0	920,442	852,682	0	67,760	92.64%
51285	SALARIES - NON CERT - TECHNOLOGY	471,446	0	471,446	463,216	0	8,230	98.25%
51336	SALARIES - NON CERT - NURSES	466,890	0	466,890	477,729	0	-10,839	102.32%
TOTAL		9,375,760	0	9,375,760	8,797,995	0	577,765	93.84%

BENEFIT BREAKOUT

OBJECT	ACCOUNT DESCRIPTION	ORIGINAL BUDGET	TRANSFERS	REVISED BUDGET	YTD ACTUAL	ENCUMBRANCES	BALANCE	% USED
52200	BENEFITS - FICA	610,906	-18,000	592,906	557,727	0	35,179	94.07%
52201	BENEFITS - MEDICARE	522,583	0	522,583	532,637	0	-10,054	101.92%
52300	BENEFITS - PENSION	879,067	0	879,067	879,067	0	0	100.00%
52600	BENEFITS - UNEMPLOYMENT COMP	15,000	15,000	30,000	31,811	0	-1,811	106.04%
52810	BENEFITS - HEALTH INSURANCE	8,323,495	0	8,323,495	7,918,307	0	405,188	95.13%
52820	BENEFITS - DISABILITY INSURANCE	125,000	0	125,000	104,779	0	20,221	83.82%
52830	BENEFITS - LIFE INSURANCE	142,000	0	142,000	105,809	0	36,191	74.51%
52900	BENEFITS - OTHER EMPLOYEE BENEFITS	456,269	0	456,269	442,192	0	14,077	96.91%
TOTAL		11,074,320	-3,000	11,071,320	10,572,329	0	498,991	95.49%

*EXPENDITURES*

OBJECT	ACCOUNT DESCRIPTION	ORIGINAL BUDGET	TRANSFERS	REVISED BUDGET	YTD ACTUAL	ENCUMBRANCES	BALANCE	% USED
51110	CERTIFIED SALARIES	29,661,381	0	29,661,381	29,108,544	0	552,837	98.14%
51200	NON-CERTIFIED SALARIES	9,375,760	0	9,375,760	8,797,995	0	577,765	93.84%
52000	BENEFITS	11,074,320	-3,000	11,071,320	10,572,329	0	498,991	95.49%
53010	LEGAL SERVICES	218,945	0	218,945	326,495	0	-107,550	149.12%
53050	CURRICULUM DEVELOPMENT	85,000	0	85,000	81,208	0	3,792	95.54%
53200	PROFESSIONAL SERVICES	2,070,915	5,563	2,076,478	2,046,507	0	29,972	98.56%
53201	MEDICAL SERVICES - SPORTS	30,500	0	30,500	24,821	0	5,679	81.38%
53210	TIME & ATTENDANCE SOFTWARE	11,500	0	11,500	6,174	0	5,326	53.69%
53220	IN SERVICE	117,175	-600	116,575	40,809	0	75,766	35.01%
53230	PUPIL SERVICES	597,574	0	597,574	563,341	0	34,233	94.27%
53300	OTHER PROF/ TECH SERVICES	58,470	0	58,470	35,055	0	23,415	59.95%
53310	AUDIT/ACCOUNTING	45,000	3,000	48,000	48,000	0	0	100.00%
53500	TECHNICAL SERVICES	248,490	0	248,490	245,762	0	2,728	98.90%
53530	SECURITY SERVICES	214,385	0	214,385	215,997	0	-1,612	100.75%
53540	SPORTS OFFICIALS SERVICES	113,100	0	113,100	107,841	0	5,259	95.35%
54101	CONTRACTUAL TRASH PICK UP	94,853	0	94,853	72,873	0	21,980	76.83%
54301	REPAIRS & MAINTENANCE	468,423	0	468,423	436,278	0	32,145	93.14%
54302	FIRE / SECURITY MAINTENANCE	2,500	0	2,500	1,129	0	1,371	45.17%
54303	GROUND MAINTENANCE	13,000	0	13,000	7,004	0	5,996	53.88%
54310	GENERAL REPAIRS	44,440	-150	44,290	24,910	0	19,380	56.24%
54320	TECHNOLOGY RELATED REPAIRS	32,847	0	32,847	16,655	0	16,192	50.71%
54411	WATER	68,195	0	68,195	48,248	0	19,947	70.75%
54412	SEWER	15,559	0	15,559	23,304	0	-7,745	149.78%
54420	LEASE/RENTAL EQUIP/VEH	177,863	0	177,863	192,438	0	-14,575	108.19%
55100	PUPIL TRANSPORTATION - OTHER	88,250	0	88,250	63,418	0	24,832	71.86%
55101	PUPIL TRANS - FIELD TRIP	25,450	-7,815	17,635	5,785	0	11,850	32.80%
55110	STUDENT TRANSPORTATION	4,693,947	-177,137	4,516,810	4,362,133	0	154,677	96.58%
55190	STUDENT TRANSPORTATION PURCHAS	750	0	750	435	0	315	57.95%
55200	GENERAL INSURANCE	287,493	0	287,493	312,533	0	-25,040	108.71%
55300	COMMUNICATIONS	50,240	0	50,240	53,163	0	-2,923	105.82%
55301	POSTAGE	33,255	0	33,255	16,942	0	16,313	50.95%
55302	TELEPHONE	78,498	0	78,498	85,378	0	-6,880	108.77%

*EXPENDITURES*

OBJECT	ACCOUNT DESCRIPTION	ORIGINAL BUDGET	TRANSFERS	REVISED BUDGET	YTD ACTUAL	ENCUMBRANCES	BALANCE	% USED
55400	ADVERTISING	6,000	0	6,000	2,952	0	3,048	49.21%
55505	PRINTING	52,129	0	52,129	18,835	0	33,294	36.13%
55600	TUITION - TRAINING	35,000	0	35,000	5,900	0	29,100	16.86%
55610	TUITION - PUBLIC PLACEMENTS	790,273	33,672	823,945	805,185	0	18,760	97.72%
55630	TUITION - PRIVATE PLACEMENTS	1,727,602	143,465	1,871,067	1,824,109	0	46,958	97.49%
55800	TRAVEL	49,149	0	49,149	11,313	0	37,836	23.02%
56100	GENERAL INSTRUCTIONAL SUPPLIES	167,326	0	167,326	118,465	0	48,861	70.80%
56110	INSTRUCTIONAL SUPPLIES	405,132	-297	404,835	336,467	0	68,368	83.11%
56120	ADMIN SUPPLIES	29,788	0	29,788	23,836	0	5,952	80.02%
56210	NATURAL GAS	188,000	0	188,000	201,709	0	-13,709	107.29%
56220	ELECTRICITY	974,971	0	974,971	718,473	0	256,498	73.69%
56230	PROPANE	3,870	0	3,870	1,877	0	1,993	48.50%
56240	OIL	207,901	0	207,901	199,252	0	8,649	95.84%
56260	GASOLINE	27,186	0	27,186	11,217	0	15,969	41.26%
56290	FACILITIES SUPPLIES	311,190	0	311,190	282,566	0	28,624	90.80%
56291	MAINTENANCE COMPONENTS	15,650	0	15,650	10,406	0	5,244	66.49%
56292	UNIFORMS/ CONTRACTUAL	13,000	0	13,000	12,611	0	389	97.01%
56293	GROUNDKEEPING SUPPLIES	23,060	0	23,060	22,215	0	845	96.34%
56410	TEXTBOOKS	57,036	4,810	61,846	55,339	0	6,507	89.48%
56411	CONSUMABLE TEXTS	102,146	0	102,146	102,623	0	-477	100.47%
56420	LIBRARY BOOKS	31,000	0	31,000	27,361	0	3,639	88.26%
56430	PERIODICALS	16,559	-4,383	12,176	6,515	0	5,661	53.51%
56460	WORKBOOKS	2,650	0	2,650	2,620	0	30	98.87%
56500	SUPPLIES - TECH RELATED	28,254	251	28,505	22,832	0	5,673	80.10%
57345	INSTRUCTIONAL EQUIPMENT	4,500	0	4,500	4,291	0	209	95.37%
57400	GENERAL EQUIPMENT	6,127	0	6,127	4,322	0	1,805	70.54%
57500	FURNITURE & FIXTURES	0	0	0	14,765	0	-14,765	N/A
58100	DUES & FEES	91,305	2,621	93,926	71,953	0	21,973	76.61%
EXPENDITURE TOTAL		65,464,883	0	65,464,883	62,863,516	0	2,601,366	96.03%

*REVENUES*

OBJECT	ACCOUNT DESCRIPTION	ORIGINAL BUDGET	TRANSFERS	REVISED BUDGET	YTD ACTUAL	ENCUMBRANCES	BALANCE	% USED
43103	EXCESS COSTS	-625,225	0	-625,225	-1,131,764	0	506,539	181.02%
43105	MEDICAID REIMBURSEMENT	-60,507	0	-60,507	-56,936	0	-3,571	94.10%
44105	FOI & FINGERPRINTING FEES	-1,900	0	-1,900	0	0	-1,900	0.00%
44705	BUILDING USE FEES (BASE RENTAL)	-55,000	0	-55,000	-18,922	0	-36,078	34.40%
49102	BUILDING USE FEES (CUSTODIAL)	-27,951	0	-27,951	-11,202	0	-16,749	40.08%
44800	REGULAR ED TUITION	-114,400	0	-114,400	-48,000	0	-66,400	41.96%
44822	SPECIAL ED TUITION	-29,900	0	-29,900	-15,000	0	-14,900	50.17%
44860	ADMISSIONS/ATHLETIC GATE RECEIPTS	-25,400	0	-25,400	0	0	-25,400	0.00%
44861	PARKING PERMIT FEES	-59,824	0	-59,824	0	0	-59,824	0.00%
REVENUE TOTAL		-1,000,107	0	-1,000,107	-1,281,824	0	281,717	128.17%

GRAND TOTAL	64,464,776	0	64,464,776	61,581,693	0	2,883,083	95.53%
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BOE Capital Reserve Acct #43020000-10101	
Total as of 5/31/21	551,019
NMHS Electronic Sign	-45,829
NMHS Gym Floor	-8,675
Silver/Petrucelli proposal	-6,600
Maxx renovations	-20,000
State of CT Security Grant	-201,876
Contribution Towards NMHS Roof Replacement	-250,000
Total as of 6/30/21	18,040*
* Does not include approved but pending final audit contribution from the BOE 20/21 fiscal year end balance in the amount of \$2,583,083 (estimated)	

Turf Field Replacement Acct #43020000-10130	
CONTRIBUTION - FROM BOE 17.18 FYE BALANCE	50,000
CONTRIBUTION - FROM BOE 18.19 FYE BALANCE	50,000
CONTRIBUTION - FROM BOE COLLECTED TEAM FEE'S & BANNER SALES	10,225
CONTRIBUTION - FROM TOWN DATED 6/4/20	50,000
Total as of 6/30/21	160,225**
** Does not include approved but pending final audit contribution from the BOE fiscal year end balance in the amount of \$100,000	



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

Funding	Location	Vendor Name	Description	Amount	Object Code
GENERAL	SPED	WINDSOR BOARD OF EDUCATION	TUTORIAL SERVICES FOR DCF PLACED STUDENT THROUGH 6/15/21	\$12,048.70	55610
GENERAL	NMHS	COLLEGE ENTRANCE EXAMINATION BOARD	PSAT FEES FOR 20/21	\$11,100.50	53200
GENERAL	NMHS	CANDLEWOOD VALLEY CC	SPRING 2021 GOLF COURSE RENTAL FEE	\$8,000.00	54420
GENERAL	SPED	HASSAN M MINHAS MD	PSYCHIATRIC EVALUATION 6/29/21	\$7,800.00	53230
GENERAL	NMHS	SPORTSFIELD SPECIALTIES	SERVICING OF FOOTBALL GOAL POSTS	\$6,445.00	53540
GRANT	SPED	MICHELINE HARKIN	CONSULTATION SERVICES FOR APRIL, MAY & JUNE 2021	\$6,240.00	53230
GENERAL	DISTRICT	TEPPER AND FLYNN	HR SUPPORT CONSULTING SERVICES FOR JUNE 2021	\$5,500.00	53200

GRANT EXPENDITURES ARE PRESENTED IN BOLD AND ITALICIZED FONT IN THE ABOVE LISTING



BUDGET TRANSFER REQUESTS

AGENDA ITEM 8B-3
JULY 2021 MEETING

Requesting Approval Across MOC	DETAIL			FROM (-)			TO (+)		
	#	REASON	AMOUNT	LOCATION	ORG	OBJECT	LOCATION	ORG	OBJECT
	SPED-1	TO SUPPORT THE DIRECT HIRING OF BOARD CERTIFIED BEHAVIOR ANALYST (BCBA) THAT WAS ORIGINALLY IN THE CONTRACTED SERVICES LINE FOR THE 21/22 BUDGET YEAR	\$75,500.00	LHTC	BSZ10011 LHTC	53200 PROFESSIONAL SERVICES	LHTC	BSZ10011 LHTC	51150 CERTIFIED SALARIES
			\$8,500.00	LHTC	BSZ10011 LHTC	53200 PROFESSIONAL SERVICES	DISTRICT	BAZ25043 BENEFITS	52810 HEALTH INSURANCE

Informational Within Major Object Code	DETAIL			FROM (-)			TO (+)		
	#	REASON	AMOUNT	LOCATION	ORG	OBJECT	LOCATION	ORG	OBJECT

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



Laura M. Olson
Director of Special Services and Pupil Personnel

To: Alisha DiCorpo, Superintendent
From: Laura Olson
Date: June 18, 2021
Re: Request for Transfer of Funds

Ms. DiCorpo,

As you know, the BOE agreed to add a Board Certified Behavior Analyst (BCBA) for grades 6-12 and the LHTC Program for the upcoming 2021-2022 school year.

Currently, these funds are in the BSZ10011 53200 Professional Services line of the 2021-22 budget. I am requesting that these funds, totaling \$84,000 be transferred into the salary and health insurance lines of the BOE Budget.

Specifically, the request is for a transfer of

- \$75,500 into the Sp Education Salary line (NBU) and a transfer of
- \$8,500 into the district line for health insurance

The anticipated amount in the Professional Services line of \$85,000 will adequately cover the cost of the salary and health insurance of the BCBA. The rationale for this request is that by transferring these funds, we will increase our ability to fill this shortage area with a highly qualified BCBA.

cc: Giovannone, A.
Silverman, P.

New Milford Public Schools
Facilities Department
386 Danbury Road
New Milford, CT 06776
(860) 354-6265
FAX (860) 210-2233

To: Alisha DiCorpo, Superintendent
From: Nestor Aparicio, Interim Facilities Director
Date: 7/14/2021
Re: The Maxx

Currently, most of the items for the Maxx kitchen renovation are on site. Dave Martin, from the Town, has gathered quotes for the electrical, plumbing and counter/cabinet installations. We will be sending this information out to the BOE and Town financial offices for a purchase order to be created to get this work completed.

The bathrooms at the Maxx need minor adjustments for them to be ADA compliant. We will be looking to do some painting and upgrading stalls as part of the renovation for the bathrooms. Dave Martin will begin getting quotes for the bathrooms and pass them along to the BOE and Town to determine how this project will be funded.

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To: Alisha DiCorpo, Superintendent
From: Nestor Aparicio, Interim Facilities Director
Date: 7/14/2021
Re: ESG/NV5

On June 29, we were informed that the Town Council voted to authorize the Mayor to pursue a lease agreement for the energy project. Currently the Town has put out RFP's for funding for this project. They will be looking to have the funding in place by the beginning of August.

On 7/12/2021, Mr. Giovannone and I attended a meeting with Jack Healy and the ESG team for introductions and discussion on the overall Project Schedule. Work will begin in the schools sometime in September as long as materials arrive on schedule. This work is scheduled to go on throughout the next year. A significant amount of work will be done while schools are in session, but the contractors will be working the second shift to not disrupt any educational time.

Meetings will be scheduled every other Wednesday for updates on the projects, project coordination, and to hear any questions or concerns anyone may have.

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386 Danbury Road
New Milford, CT 06776
(860) 354-6265
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To: Alisha DiCorpo, Superintendent
From: Nestor Aparicio, Interim Facilities Director
Date: 7/14/2021
Re: SNIS Oil Tank

BL Companies has sent over the updated ASA (Additional Service Agreement) for the Sarah Noble oil tank. This document will be discussed at the Municipal Building Committee meeting on July 15. Once this document is signed and returned to BL, the bid documents will need to be revised and new bids will be solicited as a prerequisite to submitting the grant application. The new bid documents will reflect our current scope of work to remove the UST and use the belly tank for fuel storage.

New Milford Public Schools
Facilities Department
386 Danbury Road
New Milford, CT 06776
(860) 354-6265
FAX (860) 210-2233

To: Alisha DiCorpo, Superintendent
From: Nestor Aparicio, Interim Facilities Director
Date: 7/14/2021
Re: School Based Health Centers

New Milford Public Schools is looking to implement School Based Health Centers (SBHCs) at each school location. Currently, Alisha DiCorpo, Anthony Giovannone and I are working with SBHC representative Melanie Bonjour for planning for this project. Three meetings have been held so far.

I have reached out to all the school principals and we have identified space in each school that may be adequate for this program. Each health center will consist of two administrative rooms and one examination room. We have reached out to SLR to do an architectural study to help us reconfigure the rooms if needed. We will keep the Board of Education informed as we proceed with this project.



COVID-19

Guidance for COVID-19 Prevention in K-12 Schools

Updated July 9, 2021

[Print](#)

Key Takeaways

- Students benefit from in-person learning, and safely returning to in-person instruction in the fall 2021 is a priority.
- Vaccination is currently the leading public health prevention strategy to end the COVID-19 pandemic. Promoting vaccination can help schools safely return to in-person learning as well as extracurricular activities and sports.
- Masks should be worn indoors by all individuals (age 2 and older) who are not fully vaccinated. Consistent and correct mask use by people who are not fully vaccinated is especially important indoors and in crowded settings, when physical distancing cannot be maintained.
- CDC recommends schools maintain at least 3 feet of physical distance between students within classrooms, combined with indoor mask wearing by people who are not fully vaccinated, to reduce transmission risk. When it is not possible to maintain a physical distance of at least 3 feet, such as when schools cannot fully re-open while maintaining these distances, it is especially important to layer multiple other prevention strategies, such as indoor masking.
- Screening testing, ventilation, handwashing and respiratory etiquette, staying home when sick and getting tested, contact tracing in combination with quarantine and isolation, and cleaning and disinfection are also important layers of prevention to keep schools safe.
- Students, teachers, and staff should stay home when they have signs of any infectious illness and be referred to their healthcare provider for testing and care.
- Many schools serve children under the age of 12 who are not eligible for vaccination at this time. Therefore, this guidance emphasizes implementing layered prevention strategies (e.g., using multiple prevention strategies together consistently) to protect people who are not fully vaccinated, including students, teachers, staff, and other members of their households.
- COVID-19 prevention strategies remain critical to protect people, including students, teachers, and staff, who are not fully vaccinated, especially in areas of moderate-to-high community transmission levels.
- Localities should monitor community transmission, vaccination coverage, screening testing, and occurrence of outbreaks to guide decisions on the level of layered prevention strategies (e.g., physical distancing, screening testing).

Summary of Recent Changes

Updates as of July 9, 2021



- Added information on offering and promoting COVID-19 vaccination.
- Updated to emphasize the need for localities to monitor community transmission, vaccination coverage, screening testing, and occurrence of outbreaks to guide decisions on the level of layered prevention strategies.
- Revised to emphasize the COVID-19 prevention strategies most important for in-person learning for K-12 schools.
 - Added language on the importance of offering in-person learning, regardless of whether all of the prevention strategies can be implemented at the school.

- For example, because of the importance of in-person learning, schools where not everyone is fully vaccinated should implement physical distancing to the extent possible within their structures (in addition to masking and other prevention strategies), but should not exclude students from in-person learning to keep a minimum distance requirement.
 - Updated to align with guidance for fully vaccinated people.
 - Updated to align with current mask guidance.
 - In general, people do not need to wear masks when outdoors.
 - Added language on safety and health protections for workers in K-12 schools.
-

This updated version of COVID-19 guidance for school administrators outlines strategies for K-12 schools to reduce the spread of COVID-19 and maintain safe operations.

Many schools serve children under the age of 12 who are not eligible for vaccination at this time. Therefore, this guidance emphasizes implementing layered prevention strategies (e.g., using multiple prevention strategies together) to protect people who are not fully vaccinated, including students, teachers, staff, and other members of their households. The guidance is intended to help administrators and local health officials select appropriate, layered prevention strategies and understand how to safely transition learning environments out of COVID-19 pandemic precautions as community transmission of COVID-19 reaches low levels or stops. This guidance is based on [current scientific evidence](#) and lessons learned from schools implementing COVID-19 prevention strategies.

This CDC guidance is meant to supplement—not replace—any federal, state, local, territorial, or tribal health and safety laws, rules, and regulations with which schools must comply. The adoption and implementation of this guidance should be done in collaboration with regulatory agencies and state, local, territorial, and tribal public health departments, and in compliance with state and local policies and practices.

COVID-19 Prevention Strategies Most Important for Safe In-Person Learning in K-12 Schools

To get kids back in-person safely, schools should monitor



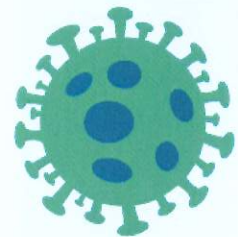
**Community
Transmission**



**Vaccination
Coverage**



Testing



Outbreaks

to help prevent the spread of COVID-19



cdc.gov/coronavirus

CS325431A 07/06/2021

Schools are an important part of the infrastructure of communities. They provide safe and supportive learning environments for students that support social and emotional development, provide access to critical services, and improve life outcomes. They also employ people, and enable parents, guardians, and caregivers to work. Though COVID-19 outbreaks have occurred in school settings, multiple studies have shown that transmission rates within school settings, when multiple prevention strategies are in place, are typically lower than – or similar to – community transmission levels. CDC's science brief on [Transmission of SARS-CoV-2 in K-12 Schools and Early Care and Education Programs](#) summarizes evidence on COVID-19 among children and adolescents and what is known about preventing transmission in schools and Early Care and Education programs.

Schools should work with [local public health officials](#), consistent with applicable laws and regulations, including those related to privacy, to determine the prevention strategies needed in their area by monitoring [levels of community transmission](#) (i.e., low, moderate, substantial, or high) and local [vaccine coverage](#), and use of screening testing to detect cases in K-12 schools. For example, a school in a community with substantial (50-99 new cases per 100,000 population in the last 7 days) or high transmission (≥100 new cases per 100,000 population in the last 7 days), with low teacher, staff, or student vaccination coverage, and **with** a screening testing program in place might decide that they will no longer require physical distancing (to ensure all students can access in-person learning), but will continue masking requirements until the levels of community transmission are lower or vaccination coverage increases.

As another example, a school in a community with substantial or high transmission, with a low teacher, staff, or student vaccination rate, and **without** a screening testing program should continue to require masks for people who are not fully vaccinated and might decide that they need to continue to maximize physical distancing.

CDC continues to recommend masking and physical distancing as key prevention strategies. However, if school administrators decide to remove any of the prevention strategies for their school based on local conditions, they should remove them one at a time and monitor closely (with adequate testing through the school and/or community) for any increases in COVID-19 cases. Schools should communicate their strategies and any changes in plans to teachers, staff, and families, and directly to older students, using accessible materials and communication channels, in a language and at a literacy level that teachers, staff, students, and families understand.

Health Equity

Schools play critical roles in promoting [equity](#) in learning and health, particularly for groups disproportionately affected by COVID-19. People living in rural areas, people with disabilities, immigrants, and people who identify as American Indian/Alaska Native, Black or African American, and Hispanic or Latino have been disproportionately affected by COVID-19; these disparities have also emerged among children. For these reasons, health equity considerations related to the K-12 setting are a critical part of decision-making and have been considered in CDC's updated guidance for schools. School administrators and public health officials can ensure safe and supportive environments and reassure families, teachers, and staff by planning and using comprehensive prevention strategies for in-person learning and communicating those efforts. Schools can work with parents to understand their preferences and concerns for in-person learning.

School administrators can [promote health equity](#) by ensuring all students, teachers, and staff have resources to support physical and mental health. School administrators can offer modified job responsibilities for staff at [higher risk for severe illness](#) who have not been fully vaccinated while protecting individual privacy. Federal and state disability laws may require an individualized approach for working with children and youth with disabilities consistent with the child's Individualized Family Service Plan (IFSP), Individualized Education Program (IEP), or Section 504 plan. Administrators should consider adaptations and alternatives to prevention strategies when serving [people with disabilities](#), while maintaining efforts to protect all children and staff from COVID-19.

Section 1: Prevention Strategies to Reduce Transmission of SARS-CoV-2 in Schools

Schools will have a mixed population of both people who are fully vaccinated and people who are not fully vaccinated. Elementary schools primarily serve children under 12 years of age who are not eligible for the COVID-19 vaccine at this time. Other schools (e.g., middle schools, K-8 schools) may also have students who are not yet eligible for COVID-19 vaccination.

Some schools (e.g., high schools) may have a low percentage of students and staff fully vaccinated despite vaccine eligibility. These variations require K-12 administrators to make decisions about the use of COVID-19 prevention strategies in their schools to protect people who are not fully vaccinated.

Together with local public health officials, school administrators should consider multiple factors when they make decisions about implementing layered prevention strategies against COVID-19. Since schools typically serve their surrounding communities, decisions should be based on the school population, families and students served, as well as their communities. The primary factors to consider include:

- Level of [community transmission](#) of COVID-19.
- [COVID-19 vaccination coverage](#) in the community and among students, teachers, and staff.
- Use of a frequent SARS-CoV-2 screening testing program for students, teachers, and staff who are not fully vaccinated. Testing provides an important layer of prevention, particularly in areas with substantial to high community transmission levels.
- COVID-19 outbreaks or increasing trends in the school or surrounding community.
- Ages of children served by K-12 schools and the associated social and behavioral factors that may affect risk of transmission and the feasibility of different prevention strategies.

Prevention Strategies

- [Promoting vaccination](#)
- [Consistent and correct mask use](#)
- [Physical distancing](#)
- [Screening testing to promptly identify cases, clusters, and outbreaks](#)
- [Ventilation](#)
- [Handwashing and respiratory etiquette](#)
- [Staying home when sick and getting tested](#)
- [Contact tracing, in combination with isolation and quarantine](#)
- [Cleaning and disinfection](#)

These COVID-19 prevention strategies remain critical to protect people, including students, teachers, and staff, who are not fully vaccinated, especially in areas of moderate-to-high community transmission levels. The need for layering specific prevention strategies will vary, and localities might implement fewer COVID-19 prevention strategies based on community transmission levels, vaccination coverage, and local policies and regulations. CDC continues to recommend masking and physical distancing. However, if considering whether and how to remove prevention strategies, one prevention strategy should be removed at a time and students, teachers, and staff should be closely monitored (with adequate testing through the school or community) for any outbreaks or increases in COVID-19 cases.

1. Promoting Vaccination

Achieving high levels of COVID-19 vaccination among eligible students as well as teachers, staff, and household members is one of the most critical strategies to help schools safely resume full operations.

Vaccination is currently the leading public health prevention strategy to end the COVID-19 pandemic. People who are fully vaccinated against COVID-19 are at low risk of symptomatic or severe infection. A [growing body of evidence](#) suggests that people who are fully vaccinated against COVID-19 are less likely to have an asymptomatic infection or transmit COVID-19 to others than people who are not fully vaccinated. In most settings, people who are [fully vaccinated](#) can safely resume activities they did before the pandemic, except where prevention measures are required by federal, state, local, tribal, or territorial laws, rules, and regulations, including local business and workplace guidance.

[People 12 years and older are now eligible for COVID-19 vaccination.](#) Schools can [promote vaccinations](#) among teachers, staff, families, and eligible students by providing information about COVID-19 vaccination, encouraging vaccine trust and confidence, and establishing supportive policies and practices that make getting vaccinated as easy and convenient as possible.

When promoting COVID-19 vaccination, consider that certain communities and groups have been disproportionately affected by COVID-19 illness and severe outcomes, and some communities might have experiences that affect their trust and confidence in the healthcare system. Teachers, staff, students, and their families may differ in their level of [vaccine confidence](#). School administrators can adjust their messages to the needs of their families and community and involve trusted community messengers as appropriate, including those on social media, to promote COVID-19 vaccination among people who may be hesitant to receive it.

To promote vaccination, schools can:

- Visit [vaccines.gov](#) to find out where teachers, staff, students, and their families can get vaccinated against COVID-19 in the community and promote COVID-19 vaccination locations near schools.
- Encourage teachers, staff, and families, including extended family members that have frequent contact with students to get vaccinated as soon as they can.
- Consider partnering with state or local public health authorities to serve as COVID-19 [vaccination sites](#), and work with local healthcare providers and organizations, including school-based health centers. Offering vaccines on-site before, during, and after the school day and during summer months can potentially decrease barriers to getting vaccinated against COVID-19. Identify other potential barriers that may be unique to the workforce and implement policies and practices to address them. The [Workplace Vaccination Program](#) has information for employers on recommended policies and practices for encouraging COVID-19 vaccination uptake among workers.
- Find ways to adapt [key messages to help families, teachers, and staff become more confident about the vaccine](#) by using the language, tone, and format that fits the needs of the community and is responsive to concerns.
- Use CDC COVID-19 [Vaccination Toolkits to educate](#) members of the school community and promote COVID-19 vaccination. CDC's [Workers COVID-19 Vaccine Toolkit](#) is also available to help employers educate their workers about COVID-19 vaccines, raise awareness about vaccination benefits, and address common questions and concerns. HHS also has an [On-site Vaccination Clinic Toolkit](#) [🔗](#) to help community groups, employers, and other host organizations work directly with vaccine providers to set up vaccination clinics in locations that people know and trust.
- Host information sessions to connect parents and guardians with information about the COVID-19 vaccine. Teachers, staff, and health professionals can be trusted sources to explain the safety, efficacy, and benefits of COVID-19 vaccines and answer frequently asked questions.
- Offer flexible, supportive sick leave options (e.g., paid sick leave) for employees to get vaccinated or who have [side effects](#) after vaccination. See CDC's [Post-vaccination Considerations for Workplaces](#).
- Promote vaccination information for parents and guardians, siblings who are eligible for vaccines, and other household members as part of kindergarten transition and enrollment in summer activities for families entering the school system.
- Provide students and families flexible options for excused absence to receive a COVID-19 vaccination and for possible side effects after vaccination.
- Work with local partners to offer [COVID-19 vaccination](#) for eligible students and eligible family members during pre-sport/extracurricular activity summer physicals.

2. Consistent and Correct Mask Use

When teachers, staff, and students who are not fully vaccinated consistently and correctly wear a mask, they [protect others as well as themselves](#). Consistent and [correct mask use](#) by people who are not fully vaccinated is especially important indoors and in crowded settings, when physical distancing cannot be maintained.

- **Indoors:** Mask use is recommended for people who are not fully vaccinated including students, teachers, and staff. [Children under 2 years of age](#) should not wear a mask.
- **Outdoors:** In general, people do not need to wear masks when outdoors. However, particularly in areas of [substantial to high transmission](#), CDC recommends that people who are not fully vaccinated wear a mask in crowded outdoor settings or during activities that involve sustained close contact with other people who are not fully vaccinated.

Based on the needs of the community, school administrators may opt to make mask use universally required (i.e., required regardless of vaccination status) in the school. Reasons for this can include:

- Having a student population that is not yet eligible for vaccination (e.g., schools with grades prekindergarten-6).
- Increasing or substantial or high COVID-19 transmission within the school or their surrounding community.

- Increasing community transmission of a variant that is spread more easily among children and adolescents or is resulting in more severe illness from COVID-19 among children and adolescents.
- Lacking a system to monitor the vaccine status of students and/or teachers and staff.
- Difficulty monitoring or enforcing mask policies that are not universal.
- Awareness of low vaccination uptake within the student, family, or teacher/staff population or within the community.
- Responding to community input that many teachers, staff, parents, or students would not participate in in-person learning if mask use was not universal.

Schools that continue to require people older than 2 years of age to wear a mask should make exceptions for the following categories of people:

- A person who [cannot wear a mask, or cannot safely wear a mask](#), because of a disability as defined by the Americans with Disabilities Act (ADA) (42 U.S.C. 12101 et seq.). Discuss the possibility of [reasonable accommodation](#) [↗](#) with workers who are not fully vaccinated who are unable to wear or have difficulty wearing certain types of masks because of a disability.
- A person for whom wearing a mask would create a risk to workplace health, safety, or job duty as determined by the relevant workplace safety guidelines or federal regulations.

When masks are worn by teachers and school staff in the workplace, the masks should meet one of the following criteria:

- [CDC mask recommendations](#)
- [ASTM International Standard Specification for Barrier Face Coverings](#) [↗](#)
- [NIOSH Workplace Performance and Workplace Performance Plus masks](#)

Schools should be supportive of people who are fully vaccinated, but choose to continue to wear a mask, as a personal choice or because they have a medical condition that may weaken their immune system. School administrators will also need to ensure their selected mask use policy does not conflict with local, state, and territorial laws, policies, and regulations.


During school transportation: [CDC's Order](#) applies to all public transportation conveyances including school buses. Regardless of the mask policy at school, passengers and drivers must wear a mask on school buses, including on buses operated by public and private school systems, subject to the exclusions and exemptions in CDC's Order. Learn more [here](#). For example, if a student attends a school where mask use is not required due to vaccination status (e.g., a high school with a high rate of vaccination), the student is still required to wear a mask on the school bus.

Schools should provide masks to those students who need them (including on buses), such as students who forgot to bring their mask or whose families are unable to afford them. No disciplinary action should be taken against a student who does not have a mask as described in the U.S. Department of Education [COVID-19 Handbook, Volume 1](#) [↗](#).


3. Physical Distancing

Because of the importance of in-person learning, schools where not everyone is fully vaccinated should implement physical distancing to the extent possible within their structures, but should not exclude students from in-person learning to keep a minimum distance requirement. In general, CDC recommends people who are not fully vaccinated maintain [physical distance](#) of at least 6 feet from other people who are not in their household. However, several [studies](#) from the 2020-2021 school year show low COVID-19 transmission levels among students in schools that had less than 6 feet of physical distance when the school implemented and layered other prevention strategies, such as the use of masks.

Based on studies from 2020-2021 school year, CDC recommends schools maintain at least 3 feet of physical distance between students within classrooms, combined with indoor mask wearing by people who are not fully vaccinated, to reduce transmission risk. When it is not possible to maintain a physical distance of at least 3 feet, such as when schools cannot fully re-open while maintaining these distances, it is especially important to layer multiple other prevention strategies, such as indoor masking, screening testing, cohorting, improved ventilation, handwashing and covering coughs and sneezes, staying home when sick with symptoms of infectious illness including COVID-19, and regular cleaning to help reduce transmission risk. Mask use by people who are not fully vaccinated is particularly important when physical distance cannot be maintained. A distance of at least 6 feet is recommended between students and teachers/staff, and between teachers/staff who are not fully vaccinated.

Cohorting: Cohorting means keeping people together in a small group and having each group stay together throughout an entire day. Cohorting can be used to limit the number of students, teachers, and staff who come in contact with each other, especially when it is challenging to maintain physical distancing, such as among young children, and particularly in areas of moderate-to-high transmission levels. The use of cohorting can limit the spread of COVID-19 between cohorts but should not replace other prevention measures within each group. Cohorting people who are fully vaccinated and people who are not fully vaccinated into separate cohorts is not recommended. It is a school's responsibility to ensure that cohorting is done in an equitable manner that does not perpetuate academic, racial, or other tracking, as described in the U.S. Department of Education [COVID-19 Handbook, Volume 1](#) .

4. Screening Testing

Screening testing identifies infected people, including those with or without symptoms (or before development of symptoms) who may be contagious, so that measures can be taken to prevent further transmission. In K-12 schools, screening testing can help promptly identify and [isolate](#) cases, [quarantine](#) those who may have been exposed to COVID-19 and are not fully vaccinated, and identify clusters to reduce the risk to in-person education. CDC guidance provides that people who are fully vaccinated do not need to participate in screening testing and do not need to quarantine if they do not have any symptoms; though decisions regarding screening testing may be made at the state or local level. [Screening testing](#) may be most valuable in areas with substantial or high community transmission levels, in areas with low vaccination coverage, and in schools where other prevention strategies are not implemented. More frequent testing can increase effectiveness, but feasibility of increased testing in schools needs to be considered. Screening testing should be done in a way that ensures the ability to maintain confidentiality of results and protect student, teacher, and staff privacy. Consistent with state legal requirements and [Family Educational Rights and Privacy Act \(FERPA\)](#) , K-12 schools should obtain parental consent for minor students and assent/consent for students themselves.

Screening testing can be used to help evaluate and adjust prevention strategies and provide added protection for schools that are not able to provide optimal physical distance between students. Screening testing should be offered to students who have not been fully vaccinated when community transmission is at moderate, substantial, or high levels (Table 1); at any level of community transmission, screening testing should be offered to all teachers and staff who have not been fully vaccinated. To be effective, the screening program should test at least once per week, and rapidly (within 24 hours) report results. Screening testing more than once a week might be more effective at interrupting transmission. Schools may consider multiple screening testing strategies, for example, testing a random sample of at least 10% of students who are not fully vaccinated, or conducting [pooled testing](#) of cohorts. Testing in low-prevalence settings might produce false positive results, but testing can provide an important prevention strategy and safety net to support in-person education.

To facilitate safe participation in sports, extracurricular activities, and other activities with elevated risk (such as activities that involve singing, shouting, band, and exercise that could lead to increased exhalation), schools may consider implementing screening testing for participants who are not fully vaccinated. Schools can routinely test student athletes, participants, coaches, and trainers, and other people (such as adult volunteers) who are not fully vaccinated and could come into close contact with others during these activities. Schools can implement screening testing of participants who are not fully vaccinated up to 24 hours before sporting, competition, or extracurricular events. Schools can use different screening testing strategies for lower-risk sports. High-risk sports and extracurricular activities should be virtual or canceled in areas of high community transmission unless all participants are fully vaccinated.


Funding provided through the ELC Reopening Schools award is primarily focused on providing needed resources to implement screening testing programs in schools aligned with the CDC recommendations. Learn more [ELC Reopening Schools: Support for Screening Testing to Reopen & Keep Schools Operating Safely Guidance](#) .

Table 1. Screening Testing Recommendations for K-12 Schools by Level of Community Transmission

Low Transmission ¹ Blue	Moderate Transmission Yellow	Substantial Transmission Orange	High Transmission Red
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	Low Transmission ¹ Blue	Moderate Transmission Yellow	Substantial Transmission Orange	High Transmission Red
Students	Do not need to screen students.	Offer screening testing for students who are not fully vaccinated at least once per week.		
Teachers and staff	Offer screening testing for teachers and staff who are not fully vaccinated at least once per week.			
High risk sports and activities	Recommend screening testing for high-risk sports ² and extracurricular activities ³ at least once per week for participants who are not fully vaccinated.		Recommend screening testing for high-risk sports and extracurricular activities twice per week for participants who are not fully vaccinated.	Cancel or hold high-risk sports and extracurricular activities virtually to protect in-person learning, unless all participants are fully vaccinated.
Low- and intermediate-risk sports	Do not need to screen students participating in low- and intermediate-risk sports. ²	Recommend screening testing for low- and intermediate-risk sports at least once per week for participants who are not fully vaccinated.		

¹ **Levels of community transmission** defined as total new cases per 100,000 persons in the past 7 days (low, 0-9; moderate 10-49; substantial, 50-99, high, ≥100) and percentage of positive tests in the past 7 days (low, <5%; moderate, 5-7.9%; substantial, 8-9.9%; high, ≥10%.)

² The NCAA has developed a risk stratification for sports. See https://ncaaorg.s3.amazonaws.com/ssi/COVID/SSI_ResocializationDevelopingStandardsSecondEdition.pdf. Examples of low-risk sports are diving and golf; intermediate-risk sport examples are baseball and cross country; high-risk sport examples are football and wrestling.

³High-risk extracurricular activities are those in which increased exhalation occurs, such as activities that involve singing, shouting, band, or exercise, especially when conducted indoors.

5. Ventilation



Improving ventilation is an important COVID-19 prevention strategy that can reduce the number of virus particles in the air. Along with **other preventive strategies**, including wearing a well-fitting, multi-layered mask, bringing fresh outdoor air into a building helps keep virus particles from concentrating inside. This can be done by opening multiple doors and windows, using child-safe fans to increase the effectiveness of open windows, and making changes to the HVAC or air filtration systems.

During transportation, open or crack windows in buses and other forms of transportation, if doing so does not pose a safety risk. Keeping windows open a few inches improves air circulation.

For more specific information about maintenance, use of ventilation equipment, actions to improve ventilation, and other ventilation considerations, refer to:

- [CDC's Ventilation in Schools and Child care Programs](#)
- [CDC's Ventilation in Buildings webpage](#)
- [CDC's Ventilation FAQs](#) and
- [CDC's Improving Ventilation in Your Home](#)

Additional ventilation recommendations for different types of school buildings can be found in the [American Society of Heating, Refrigerating, and Air-Conditioning Engineers \(ASHRAE\) schools and universities guidance document](#)  .

Funds provided through the Elementary and Secondary Schools Emergency Relief Programs and the Governor's Emergency Education Relief Programs can support improvements to ventilation. Please see question B-7 of the [U.S. Department of Education Uses of Funds](#)   guidance for these programs.

6. Handwashing and Respiratory Etiquette

People should practice handwashing and [respiratory etiquette](#) (covering coughs and sneezes) to keep from getting and spreading infectious illnesses including COVID-19. Schools can monitor and reinforce these behaviors and provide adequate handwashing supplies.

- Teach and reinforce [handwashing](#) with soap and water for at least 20 seconds.
- Remind everyone in the facility [to wash hands frequently](#) and assist young children with handwashing.
- If handwashing is not possible, use hand sanitizer containing at least 60% alcohol (for teachers, staff, and older students who can safely use hand sanitizer). Hand sanitizers should be stored up, away, and out of sight of young children and should be used only with adult supervision for children under 6 years of age.


7. Staying Home When Sick and Getting Tested

Students, teachers, and staff who have symptoms of infectious illness, such as [influenza](#) (flu) or [COVID-19](#), should stay home and be referred to their healthcare provider for testing and care. Staying home when sick with COVID-19 is essential to keep COVID-19 infections out of schools and prevent spread to others. It also is essential for people who are not fully vaccinated to quarantine after a recent exposure to someone with COVID-19. Schools should also allow flexible, non-punitive, and supportive paid sick leave policies and practices that encourage sick workers to stay home without fear of retaliation, loss of pay, or loss of employment level and provide excused absences for students who are sick. Employers should ensure that workers are aware of and understand these policies. If a student becomes sick at school see [What to do if a Student Becomes Sick or Reports a New COVID-19 Diagnosis at School](#). If a school does not have a routine screening testing program, the ability to do rapid testing on site could facilitate COVID-19 diagnosis and inform the need for quarantine of close contacts and isolation. Schools that do not have a universal mask requirement could require masking by students, teachers, and staff if they are experiencing onset of upper respiratory infection [symptoms](#) at school while waiting to be picked up or leave the school. Mask use could also be required prior to onsite testing (if available) and/or after diagnosis to help prevent spread.

CDC guidance provides that people who are fully vaccinated and do not have COVID-19 symptoms do not need to quarantine or get tested after an exposure to someone with COVID-19. Schools should educate teachers, staff, and families about when they and their children should [stay home](#) and when they can return to school. During the COVID-19 pandemic it is essential that parents keep children home if they are showing signs and symptoms of COVID-19 and get them tested.

Getting tested for COVID-19 when [symptoms](#) are compatible with COVID-19 will help with rapid contact tracing and prevent possible spread at schools, especially if key prevention strategies (masking and distancing) are not in use. Some localities might choose to use testing to [shorten quarantine](#) periods.

8. Contact Tracing in Combination with Isolation and Quarantine

Schools should continue to collaborate with state and local health departments, to the extent allowable by privacy laws and other applicable laws, to confidentially provide information about people diagnosed with or exposed to COVID-19. This allows identifying which students, teachers, and staff with positive COVID-19 test results should [isolate](#), and which [close contacts](#) should [quarantine](#). See the added exception in the [close contact](#) definition for the exclusion of students in the K-12 indoor classroom who are within 3 to 6 feet of an infected student with masking and other prevention strategies. See the Department of Education's [Protecting Student Privacy FERPA and the Coronavirus Disease 2019](#)  for more information.

Schools should report, to the extent allowable by applicable privacy laws, new diagnoses of COVID-19 to their state or local health department as soon as they are informed. School officials should notify, to the extent allowable by applicable privacy laws, teachers, staff, and families of students who were close contacts as soon as possible (within the same day if possible) after they are notified that someone in the school has tested positive. [Fully vaccinated](#) people who were in close contact with someone who has COVID-19 but do NOT have COVID-19 symptoms do not need to quarantine or be tested.

9. Cleaning and Disinfection

In general, cleaning once a day is usually enough to sufficiently remove potential virus that may be on surfaces. Disinfecting (using disinfectants on the [U.S. Environmental Protection Agency COVID-19 list](#) [\[7\]](#)) removes any remaining germs on surfaces, which further reduces any risk of spreading infection.

For more information on cleaning a facility regularly, when to clean more frequently or disinfect, cleaning a facility when someone is sick, safe storage of cleaning and disinfecting products, and considerations for protecting workers who clean facilities, see [Cleaning and Disinfecting Your Facility](#).

If a facility has had a sick person or someone who tested positive for COVID-19 within the last 24 hours, clean AND disinfect the space.

Section 2: Additional Considerations for K-12 Schools

Disabilities or Other Health Care Needs

Provide accommodations, modifications, and assistance for students, teachers, and staff with disabilities and other health care needs when implementing COVID-19 safety protocols:

- Work with families to better understand the individual needs of students with disabilities.
- Remain accessible for students with disabilities:
 - Help provide access for [direct service providers](#) (DSP) (e.g., paraprofessionals, therapists, early intervention specialists, mental health and healthcare consultants, and others). If DSPs who are not fully vaccinated provide services at more than one location, ask whether any of their other service locations have had COVID-19 cases.
 - Ensure access to services for students with disabilities when developing cohorts.
- Adjust strategies as needed
 - Be aware that physical distancing and wearing masks can be difficult for young children and people with certain disabilities (for example, visual or hearing impairments) or for those with sensory or cognitive issues.
 - For people who are not fully vaccinated and only able to wear masks some of the time for the reasons above, prioritize having them wear masks during times when it is difficult to separate students and/or teachers and staff (e.g., while standing in line or during drop off and pick up).
 - Consider having teachers and staff who are not fully vaccinated wear a clear or cloth mask with a clear panel when interacting with young students, students learning to read, or when interacting with people who rely on reading lips.
 - Use behavioral techniques (such as modeling and reinforcing desired behaviors and using picture schedules, timers, visual cues, and positive reinforcement) to help all students adjust to transitions or changes in routines.

Please see [Guidance for Direct Service Providers](#) for resources for DSPs serving children with disabilities or other health care needs during COVID-19.

Visitors

Schools should review their rules for visitors and family engagement activities.

- Schools should limit nonessential visitors, volunteers, and activities involving external groups or organizations with people who are not fully vaccinated, particularly in areas where there is moderate-to-high COVID-19 community transmission.
- Schools should not limit access for [direct service providers](#), but can ensure compliance with school visitor policies.
- Schools should continue to emphasize the importance of staying home when sick. Anyone, including visitors, who have symptoms of infectious illness, such as flu or [COVID-19](#), should stay home and seek testing and care.

Food Service and School Meals

- Maximize physical distance as much as possible when moving through the food service line and while eating (especially indoors). Using additional spaces outside of the cafeteria for mealtime seating such as the gymnasium or outdoor seating can help facilitate distancing. Note: students, teachers, and staff who are fully vaccinated do not need to distance while eating.
- Given very low risk of transmission from surfaces and shared objects, there is no need to limit food service approaches to single use items and packaged meals.
- Clean frequently touched surfaces. Surfaces that come in contact with food should be washed, rinsed, and sanitized before and after meals.
- Promote hand washing before, after, and during shifts, before and after eating, after using the toilet, and after handling garbage, dirty dishes, or removing gloves.
- Improve ventilation in food preparation, service, and seating areas.
- U.S. Department of Agriculture has issued several Child Nutrition COVID-19 Waivers. Learn more [here](#) .

Recess and Physical Education

In general, people do not need to wear masks when outdoors (e.g., participating in outdoor play, recess, and physical education activities). However, particularly in areas of [substantial to high transmission](#) levels, people who are not fully vaccinated are encouraged to wear a mask in crowded outdoor settings or during activities that involve sustained close contact with other people who are not fully vaccinated. When physical education activities or recess are held indoors, it is particularly important for people who are not fully vaccinated to wear masks and maximize distance when possible.

Sports and Other Extracurricular Activities


School-sponsored sports and extracurricular activities provide students with enrichment opportunities that can help them learn and achieve, and support their social, emotional, and mental health. People who are fully vaccinated no longer need to wear a mask or physically distance in any setting, including while participating in sports and extracurricular activities. People who are fully vaccinated can also refrain from quarantine following a known exposure if asymptomatic, facilitating continued participation in in-person learning, sports, and extracurricular activities. Due to increased exhalation that occurs during physical activity, some [sports](#) can put players, coaches, trainers, and others who are not fully vaccinated at [increased risk](#) for getting and spreading COVID-19. Close contact sports and indoor sports are particularly risky. Similar risks might exist for other extracurricular activities, such as band, choir, theater, and school clubs that meet indoors.


Prevention strategies for those who are not fully vaccinated in these activities remain important and should comply with school day policies and procedures. Students should refrain from these activities when they have symptoms consistent with COVID-19 and should be tested. Students who are not fully vaccinated and participate in indoor sports and other higher-risk activities should continue to wear masks and keep physical distance as much as possible. Schools should consider using screening testing (Table 1) for student athletes and adults (e.g., coaches, teachers, advisors) who are not fully vaccinated who participate in and support these activities to facilitate safe participation and reduce risk of transmission – and avoid jeopardizing in-person education due to outbreaks.




Coaches and school sports administrators should also consider specific sport-related risks for people who are not fully vaccinated:

- **Setting of the sporting event or activity.** In general, the risk of COVID-19 transmission is lower when playing outdoors than in indoor settings. Consider the ability to keep physical distancing in various settings at the sporting event (i.e., fields, benches/team areas, locker rooms, spectator viewing areas, spectator facilities/restrooms, etc.).
- **Physical closeness.** Spread of COVID-19 is more likely to occur in sports that require sustained close contact (such as wrestling, hockey, football).
- **Number of people.** Risk of spread of COVID-19 increases with increasing numbers of athletes, spectators, teachers, and staff.
- **Level of intensity of activity.** The risk of COVID-19 spread increases with the intensity of the sport.
- **Duration of time.** The risk of COVID-19 spread increases the more time athletes, coaches, teachers, staff and spectators spend in close proximity or in indoor group settings. This includes time spent traveling to/from sporting events, meetings, meals, and other settings related to the event.
- **Presence of people more likely to develop severe illness.** People at increased risk of severe illness might need to take [extra precautions](#).

Section 3: School Workers

Workers at increased risk for severe illness from COVID-19 include [older adults](#) and people of any age with [certain underlying medical conditions](#) if they are not fully vaccinated. Workers who have an underlying medical condition or are taking medication that weakens their immune system may NOT be fully protected even if fully vaccinated and may need to continue using additional prevention measures. Policies and procedures addressing issues related to workers at higher risk of serious illness should be made in consultation with occupational medicine and human resource professionals, keeping in mind Equal Employment Opportunity concerns and [guidance](#) . Employers should also understand the potential mental health strains for workers during the COVID-19 pandemic. CDC recommends that school administrators should educate workers on mental health awareness and share available mental health and counseling services. Employers should provide a supportive work environment for workers [coping with job stress and building resilience](#), and [managing workplace fatigue](#).


As part of each school's response plan, administrators should conduct [workplace hazard assessments](#)  periodically to identify COVID-19 transmission risks and prevention strategies, when worksite conditions change, or when there are instances of COVID-19 transmission within the workplace. Strategies to prevent and reduce transmission are based on an approach that prioritizes the most effective practices, known as the [hierarchy of controls](#). School employers should engage and train all workers on potential workplace hazards, what precautions should be taken to protect workers, and workplace policies for reporting concerns. Schools should ensure communication and training for all workers are frequent and easy to understand. Additionally, schools should ensure communication and training are in a language, format, and at a literacy level that workers understand.

Workers in K-12 have the right to a safe and healthful workplace. The Occupational Safety and Health Administration (OSHA) has issued [Guidance on Mitigating and Preventing the Spread of COVID-19 in the Workplace](#) . This guidance contains recommendations to help employers provide a safe and healthy workplace free from recognized hazards that are causing, or are likely to cause, death or serious physical harm. It also contains descriptions of mandatory safety and health standards. If a worker believes working conditions are unsafe or unhealthful, they or a representative may [file a confidential safety and health complaint](#)  with OSHA at any time. In states where public sector employers and workers are not covered by [OSHA-approved State Plans](#),  there may be agencies that provide public worker occupational safety and health protections and enforce such workers' rights to safe workplaces. Workers should contact state, county, and/or municipal government entities to learn more.

Appendix 1: Planning and Preparing

Emergency Operations Plans

Each school district and school should have an Emergency Operations Plan (EOP) in place to protect students, teachers, staff, and families from the spread of COVID-19 and other emergencies. The EOP should:

- Describe COVID-19 prevention strategies to be implemented.
- Describe steps to take when a student, teacher, or staff member has been exposed to someone with COVID-19, has [symptoms](#) of COVID-19, or tests positive for COVID-19.
- Document policy or protocol differences for people who are [fully vaccinated](#) for COVID-19 versus those who are not fully vaccinated.
- Be developed in collaboration with regulatory agencies and state, local, territorial, and tribal public health departments, and comply with state and local licensing regulations.
- Be developed with involvement of teachers, staff, parents and guardians, and other community partners (for example, health centers).
- Utilize the [Whole School, Whole Community, Whole Child \(WSCC\) model](#) to outline EOP policies and protocols across each component. [Tools and resources](#)  from the U.S. Department of Education can be used by K-12 administrators to develop and update their EOP.

New COVID-19 Variants and Prevention in K-12 Schools

New [variants](#) of the virus that causes COVID-19 are spreading in the United States. Current data suggest that COVID-19 vaccines authorized for use in the United States offer protection against the circulating variants. CDC will continue to monitor variants to see if they have any impact on prevention strategies and how COVID-19 vaccines work in real-world conditions and

will update guidance accordingly. For more information see CDC's [webpage on the effectiveness of COVID-19 vaccines](#).

Vaccination Verification

Existing laws and regulations require certain vaccinations for children attending school. K-12 administrators regularly maintain documentation of people's immunization records. Since recommended prevention strategies vary by COVID-19 vaccination status, K-12 administrators who maintain documentation of students' and workers' COVID-19 vaccination status can use this information, consistent with applicable laws and regulations, including those related to privacy, to inform masking and physical distancing practices, testing, contact tracing efforts, and quarantine and isolation practices. Schools that plan to request voluntary submission of documentation of COVID-19 vaccination status should use the same standard protocols that are used to collect and secure other immunization or health status information from students. The protocol to collect, secure, use, and further disclose this information should comply with relevant statutory and regulatory requirements, including Family Educational Rights and Privacy Act (FERPA) statutory and regulatory requirements. Policies or practices related to providing or receiving proof of COVID-19 vaccination should comply with all relevant state, tribal, local, or territorial laws and regulations.

As part of their workplace COVID-19 vaccination policy, schools should recognize that a worker who cannot get vaccinated due to a disability (covered by the ADA), has a disability that affects their ability to have a full immune response to vaccination, or has a sincerely held religious belief or practice (covered by Title VII of the Civil Rights Act of 1964) may be entitled to a reasonable accommodation that does not pose an undue hardship on the operation of the employer's business. Additionally, school employers should advise workers with weakened immune systems about the importance of talking to their healthcare professional about the need for continued personal protective measures after vaccination. Currently, CDC recommends continued masking and physical distancing for people with weakened immune systems. For more information on what you should know about COVID-19 and the ADA, the Rehabilitation Act and other Equal Employment Opportunity Laws visit the [Equal Employment Opportunity Commission](#) website.

Appendix 2: Testing Strategies for COVID-19 Prevention in K-12 Schools

Testing Benefits

School testing gives communities, schools, and families added assurance that schools can open and remain open safely for all students. By identifying infections early, testing helps keep COVID-19 transmission low and students in school for in-person learning, sports, and extracurricular activities. Screening testing is likely to be most feasible in larger settings and for older children and adolescents.

Collaboration between Education and Public Health

Before implementing COVID-19 testing in their schools, K-12 school leaders should coordinate with public health officials to develop a testing plan and build support from students, parents, teachers, and staff and must, if their school receives funding under a program administered by the Department of Education, develop and adopt policies in consultation with parents regarding the administration of such screening testing to students. COVID-19 testing introduces challenges that schools may not have considered in the past (for example, requirements to perform on-site tests and to refer people for confirmatory testing), and public health officials can provide guidance on federal, state, and local requirements for implementing testing. Both school leaders and public health officials should assure the testing plan has key elements in place, including:

- Protocols for screening testing frequency based on community transmission rates, vaccination levels, and prevention strategies implemented at the school.
- Protocols for providing or referring to [diagnostic testing](#) for students, teachers, and staff who come to school with symptoms and for students, teachers, and staff who are not fully vaccinated following exposure to someone with COVID-19.
- Physical space to conduct testing safely and privately.
- Ability to maintain confidentiality of results and protect student, teacher, and staff privacy.
- Ways to obtain parental consent for minor students and assent/consent for students themselves.

- A mechanism to report all testing results, to the extent allowable by or consistent with applicable federal, state, or local laws and regulations, including privacy laws such as FERPA, as required by the state or local health department.
- Roles and responsibilities for contact tracing for each party, including identification of [close contacts](#).

If these elements are not in place, schools may consider referring students, teachers, and staff to [community-based testing sites](#) [🔗](#).

Collaboration among local counsel, education, and public health is recommended to ensure appropriate consent is obtained and maintained and results are maintained, used, and further disclosed with appropriate privacy and confidentiality in accordance with the [Americans with Disabilities Act \(ADA\)](#) [🔗](#), [Family Educational Rights and Privacy Act \(FERPA\)](#) [🔗](#), the [Protection of Pupil Rights Amendment \(PPRA\)](#) [🔗](#), and other applicable laws and regulations. School administrators who have questions about FERPA (or PPRA) may contact the Department of Education's Student Privacy Policy Office (SPPO) at <https://studentprivacy.ed.gov> [🔗](#).

Testing Strategies

Schools may consider testing a random sample of at least 10% of students who are not fully vaccinated or may conduct [pooled testing](#) for COVID-19. Random sampling can reduce costs and eliminate bias in the testing design but may require more logistics and planning. [Pooled testing](#) increases the number of people who can be tested at once and reduces testing resources used. Pooled testing works best when the number of positives is expected to be very low. Ideally, specimens should be pooled at the laboratory rather than in the classroom. If the pooled test result is positive, each of the samples in the pool will need to be tested individually to determine which samples are positive. This allows for faster isolation of cases and quarantine of close contacts.

More frequent testing may be needed for students, teachers, staff, and adult volunteers who are not fully vaccinated and engaged in school athletics and other extracurricular activities. Testing at least once per week is recommended for high-risk sports and extracurricular activities (those that cannot be done outdoors or with masks) at all community transmission levels. In areas of substantial-to-high community transmission levels, testing twice per week is recommended for participation in these activities. Additionally, if the school is not tracking COVID-19 vaccination status of participants and support teacher and staff screening testing should be encouraged.

[Fully vaccinated](#) students, teachers, and staff with no COVID-19 symptoms do not need to be tested following an exposure to someone with COVID-19. People who have tested positive for COVID-19 within the past 3 months and recovered do not need to get tested following an exposure as long as they do not develop new symptoms. Any fully vaccinated person who experiences [symptoms consistent with COVID-19](#) should [isolate themselves from others](#), be clinically evaluated for COVID-19, and tested for SARS-CoV-2 if indicated.


People with COVID-19 have reported a wide range of [symptoms](#) from no or mild symptoms to severe illness. Symptoms may appear 2-14 days after exposure to the SARS-CoV-2 virus. Because some of the symptoms of [flu](#), common cold, and COVID-19 are similar, it is hard to tell the difference between them based on symptoms alone. [Testing](#) can help confirm a diagnosis, and inform medical treatment and care. Also, testing will confirm the need to [isolate](#) from others for at least 10 days and quarantine close contacts.




Choosing a Test

When considering which tests to use for screening testing, schools or their testing partners should choose tests that can be reliably supplied and provide results within 24 hours. If available, saliva tests and nasal tests that use a short swab may be more easily implemented and accepted in schools. A [viral test](#) tells a person if they have a current infection. Two types of viral tests can be used: [nucleic acid amplification tests](#) (NAATs) and [antigen tests](#). Frequency of testing should be determined by the performance characteristics of the test being used. The intended use of each test, available in the Instructions for Use and in the Letter of Authorization for each test, defines the population in which the test is intended to be used, the acceptable specimen types, and how the results should be used.

Reporting Results

Schools performing [on-site tests](#) (i.e., that are not sent to a laboratory) must apply for a [Clinical Laboratory Improvement Amendments \(CLIA\)](#) [🔗](#) certificate of waiver, and report test results to the extent allowable by or consistent with applicable privacy laws to state or local public health departments and as may be mandated by the Coronavirus Aid, Relief, and












Economic Security (CARES) Act ([P.L. 116-136](#) ). Schools should work closely with their local health department when establishing on-site testing so that their performance of CLIA-waived or FDA-authorized point-of-care tests for SARS-CoV-2 is done in accordance with regulations and should work closely with local counsel to ensure the reporting of test results is done in accordance with applicable privacy laws and regulations.

Parents, guardians, and caregivers should be asked to report new diagnoses of COVID-19 to schools and public health authorities to facilitate contact tracing and communication planning for cases and outbreaks. In addition, school administrators should notify teachers, staff, families, and emergency contacts or legal guardians immediately of any case of COVID-19 while maintaining confidentiality in accordance with the Health Insurance Portability and Accountability Act of 1996 ([HIPAA](#) ) , the Americans with Disabilities Act ([ADA](#) ) , the Family Educational Rights and Privacy Act ([FERPA](#) ) and other applicable laws and regulations. Notifications must be accessible for all students, teachers, and staff, including those with disabilities or limited English proficiency (for example, through use of interpreters or translated materials).

Ethical Considerations for School-Based Testing

- Testing should be conducted with informed consent from the person being tested (if an adult) or the person's parent or guardian (if a minor), consistent with applicable state laws related to consent. Informed consent requires disclosure, understanding, and free choice, and is necessary for teachers, staff (who are employees of a school) and students' families, to act independently and make choices according to their values, goals, and preferences.
- Consider distributing consent forms with the other paperwork for returning to school and making them easily accessible.
- Differences in position and authority (i.e., workplace hierarchies), as well as employment and educational status, can affect a person's ability to make free decisions. CDC provides guidance and information related to [consent for COVID-19 testing among employees](#).
- The benefits of school-based testing need to be weighed against the costs, inconvenience, and feasibility of such programs to both schools and families. These challenges must be considered carefully and addressed as part of plans for school-based testing developed in collaboration with public health officials. The burden of testing is likely to be higher for younger children and therefore screening testing may be more feasible and acceptable for older children and adolescents.

Resources to Support School Screening Testing Programs

- CDC [ELC Cooperative Agreement Reopening Schools Award](#)  provides \$10 billion to support COVID-19 screening testing in schools for safe, in-person learning.
- [COVID-19 Testing and Diagnostics Working Group | HHS.gov](#)  develops testing-related guidance and provides tailored or focused investments to expand the available testing supply and maximize testing capacity.
- [Increasing Community Access to Testing](#)  provides COVID-19 testing resources and support to underserved school districts.
- Operation Expanded Testing expands national COVID-19 testing capacity and support for K-8 schools and groups at higher risk of COVID-19 through three regional hubs:
 - [Northeast and South](#) 
 - [Midwest](#) 
 - [West](#) 
- National Institutes of Health [RADx Initiative](#)  rapidly scales up testing across the country to enhance access to those most in need and provides a [When to Test](#)  impact calculator which illustrates how different mitigation strategies can minimize the spread of COVID-19.
- Shah Family Foundation [Open and Safe Schools](#)  toolkit provides school leaders resources and tools to implement COVID-19 screening testing.
- Rockefeller Foundation has created a [playbook](#)  with detailed, step-by-step guidance to help design and implement effective testing programs in schools. It addresses the operational challenges and everyday realities of implementing a complex, logistical program in an easy-to-understand, practical guide.
- The U.S. Department of Education's [COVID-19 Resources for Schools, Students, and Families](#)  provides up-to-date guidance and policies to support life-long learning while addressing challenges presented by COVID-19.



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

8F
BOE JULY MEETING: 7/20/21

TO: Alisha DiCorpo, Superintendent
FROM: Anthony J. Giovannone, Director of Fiscal Services and Operations
Date: July 14, 2021
RE: 2020-2021 FISCAL YEAR END BALANCE UPDATE

Projections for the 20/21 fiscal year end (FYE) for the Board of Education (BOE) have fluctuated between \$2,125,935, \$2,360,363 and \$2,788,100 as we approached June 30, 2021. The actual ending FYE balance, unaudited as of June 30, 2021 stands at \$2,883,083 (4.47%) which includes:

- any individual line item variances shown on this month's Budget Position.
- receipt of any credits from vendors.
- removal of some "end of the year projects" originally slated to come from the year end balance that have since been approved and withdrawn from the BOE's Capital Reserve account.
- full receipt of the Excess Cost payment 2 of 2.

This dollar amount stated as \$2,883,083 is subject to audit that will conclude in January 2022.

The larger FYE balance this year and last have largely been the result of budgets built pre-COVID but having to operate in a COVID environment. These balances are abnormally high because of this and it should be noted that future FYE balances should revert back to the norm of 0.5%-1.0% of the original budget in future years.

On June 29, 2021 the New Milford Board of Finance approved the following (subject to final audit):

- \$200,000 of this FYE balance to the already established local COVID account.
- \$100,000 of this FYE balance to the already established turf field replacement account.
- Remaining balance to the Capital Reserve Account (estimated \$2,583,083).

This has been a collaborative process between the Town and BOE with all applicable approving bodies working together. It has proven to be an effective way of dealing with the re-purposing of any unspent operating money at FYE in order to fund items that require funding outside of our operating budget. Page 2 of this memo includes the minutes from the New Milford Board of Finance meeting on June 29, 2021 that identifies the specific motion outlined above.

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



**SPECIAL MEETING MINUTES
NEW MILFORD BOARD OF FINANCE
JUNE 29, 2021**

Present: Walter O'Connor, Chair
Barbara Wolf
Trevor Herbest
Larry Tripp
Amy Photopoulos
Also Present: Pete Bass, Mayor
Greg Osipow, Director of Finance
Wendy Faulenbach, Chair, Board of Education

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NEW MILFORD, CT

The meeting was called to order at 7:00 pm by Mr. O'Connor.

1. Pledge of Allegiance
2. Approval of Minutes - June 9, 2021

Ms. Wolf moved to approve the minutes of June 9, 2021, seconded by Dr. Tripp and passed unanimously.

3. Request from the Board of Education that the Board of Finance allocate the year end balance for fiscal 2020-2021 (subject to final audit) to the following: \$200,000 to the already established Covid 19 account; \$100,000 to the turf field replacement account and the remaining balance to the Capital Reserve Account

Mr. O'Connor moved to approve the request from the Board of Education that the Board of Finance allocate the year end balance for fiscal 2020-2021 (subject to final audit) to the following: \$200,000 to the already established Covid 19 account; \$100,000 to the turf field replacement account and the remaining balance to the Capital Reserve Account, seconded by Mrs. Photopoulos.

Mrs. Photopoulos asked if the Covid fund was the townwide fund and Mrs. Faulenbach said this was the Board of Education's separate Covid fund which has about \$666,000 in it. Mrs. Photopoulos asked if the Town Covid money was used for the Board of Education or just the Town and Mr. Osipow answered just the Town.

Mr. Herbest asked if the Board of Education had its own Covid fund and Mrs. Faulenbach answered yes.

The motion passed unanimously.