

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

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

<b>DATE:</b>	<b>June 15, 2021</b>
<b>TIME:</b>	<b>7:00 P.M.</b>
<b>PLACE:</b>	<b>Sarah Noble Intermediate School Library Media Center</b>

While this is an in-person meeting for Board of Education members and district staff, due to COVID-19 restrictions on capacity and social distancing requirements that make public attendance impossible, members of the public will be permitted to attend the meeting via the Zoom link provided below. Closed captioning is available through Zoom.

There will be live public comment offered through the Zoom format for items on the agenda. Public comment may also be emailed to [suptoffice@newmilfordps.org](mailto:suptoffice@newmilfordps.org) for distribution to Board members.

Join Zoom Meeting

<https://zoom.us/j/93416265002?pwd=eklFN2FuWnMyNDNZc3hLUS9qQUJOUT09>

Meeting ID: 934 1626 5002

Passcode: 447676

One tap mobile

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Dial by your location

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Meeting ID: 934 1626 5002

Find your local number: <https://zoom.us/u/akTcYS4y2>

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NEW MILFORD, CT

**AGENDA**

**New Milford Public Schools Mission Statement**

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

**1. CALL TO ORDER**

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. Regular Meeting Minutes May 18, 2021
  - 2. Special Meeting Minutes June 2, 2021

## **5. SUPERINTENDENT'S REPORT**

## **6. BOARD CHAIRMAN'S REPORT**

## **7. DISCUSSION AND POSSIBLE ACTION**

- A. Interview and discuss candidate for the position of NMHS Principal. Executive session anticipated. The Board may take action when it returns to public session.
- B. Exhibit A: Personnel – Certified, Non-Certified Appointments, Resignations and Leaves of Absence dated June 15, 2021- Revised
- C. Monthly Reports
  - 1. Budget Position dated May 31, 2021
  - 2. Purchase Resolution: D-747
  - 3. Request for Budget Transfers
- D. Gifts & Donations
  - 1. New Milford PTO - Exhibit B
- E. Bid Award
  - 1. NMHS Electronic Sign
- F. Policies for Approval
  - 1. 3152 Spending Public Funds for Advocacy
  - 2. 3300 Purchasing
- G. Policy for Second Review
  - 1. 1324 Fundraising by Students
- H. Policies for First Review
  - 1. 1325 Advertising and Promotion
  - 2. 3240 Tuition Fees
  - 3. 3260 Sales & Disposal of Books, Equipment & Supplies
- I. Approval of New Course
  - 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. Approval of the Following Curricula
  - 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
- L. Camella's Cupboard Request
- M. Feasibility Study and Enrollment Study Updates
  - 1. Architectural Study
- N. SNIS Oil Tank
- O. NMHS Roof
- P. End of Year Balance 2020-21
- Q. COVID-19 Related Staff and Materials
- R. Capital Projects
- S. Recommendation and Approval for Designee of Superintendent of Schools
- T. Authorization for the Superintendent to accept resignations and make appointments from June 16, 2021 through September 21, 2021
- 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
- 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.
- 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.
- X. Interview and discuss candidate for the position of Assistant Superintendent. Executive session anticipated. The Board may take action when it returns to public session.
- 8. **ITEMS FOR INFORMATION AND DISCUSSION**
  - A. Annual Emergency Preparedness Report
  - B. Annual Wellness Report
    - 1. Wellness Policy Triennial
  - C. Annual Report of the John J. McCarthy Observatory
  - D. ESSER II and III
  - E. State of CT Security Grant Proposal
    - 1. Updated Five Year Capital Plan
- 9. **ADJOURN**

### **ITEMS OF INFORMATION**

Policy Subcommittee Minutes - June 1, 2021  
 Committee on Learning Minutes - June 1, 2021  
 Facilities Subcommittee Minutes - June 8, 2021  
 Operations Subcommittee Minutes - June 8, 2021

**New Milford Board of Education**  
**Regular Meeting Minutes**  
**May 18, 2021**  
**Sarah Noble Intermediate School Library Media Center**

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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	RECEIVED TOWN CLERK 2021 MAY 20 A 8:00 JHP
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NEW MILFORD, CT

Also Present:	Ms. Alisha DiCorpo, Superintendent of Schools Mrs. Catherine Calabrese, Interim Assistant Superintendent Mr. Anthony Giovannone, Director of Operations and Fiscal Services Mrs. Laura Olson, Director of Pupil Personnel and Special Services Mr. Nestor Aparicio, Assistant Director of Facilities Ms. Jamie Terry, Technology Director Mayor Pete Bass, Ex Officio
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1. A.	<b>Call to Order</b> <b>Pledge of Allegiance</b>  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.	<b>Call to Order</b> <b>A. Pledge of Allegiance</b>
2. A.	<b>Recognition</b> <b>NMPS Stars: Tori Backer, Toni Bentley, Ashley Kivela, Jennifer LaCava, Karen Matthews</b>  <ul style="list-style-type: none"> <li>Ms. DiCorpo congratulated the monthly "Stars" and read the comments submitted by the person who nominated them.</li> </ul>	<b>Recognition</b>  <b>A. NMPS Stars: Tori Backer, Toni Bentley, Ashley Kivela, Jennifer LaCava, Karen Matthews</b>
3.	<b>Public Comment</b>  <ul style="list-style-type: none"> <li>Joe Failla said there is a proposed agreement on the agenda for the New Milford Fire, semi pro</li> </ul>	<b>Public Comment</b>

	<p>football team, to use the high school turf field. He fully supports this agreement, which will bring people and money to New Milford on Saturday nights. On a separate note, he voted at NES today during dismissal time at SMS and traffic was a huge issue. Something needs to be done about this continuing problem.</p> <ul style="list-style-type: none"> <li>• Mark Seims, General Manager of the New Milford Fire, thanked the Board for their support so far in the process.</li> </ul>	
4.	<p><b>PTO Report</b></p> <ul style="list-style-type: none"> <li>• Mandi MacDonald said PTOs are in the home stretch and busy! And looking forward to doing a few things more normally!</li> <li>• Earlier this month all the PTOs honored our hard working staff with different celebrations for teacher appreciation. PTO also recognized our wonderful bus drivers for the safe transportation of our students with gift cards from Dunkin.</li> <li>• The K-8 schools are gearing up for all of the celebrations for the classes “moving up” to the next school. Plans for 2nd grade &amp; 5th grade send-off celebrations and the 8th grade ice cream social are all in the works, in a safe and COVID-friendly version!</li> <li>• Hill &amp; Plain PTO is getting ready for an ice cream social and bubble dance.</li> <li>• The awning at NES is going up and more activities will be able to take place outdoors.</li> <li>• SNIS will be holding a BOGO book fair outdoors.</li> <li>• The flamingos are back from their winter rest and SMS PTO is ready to flock some of your neighbors!</li> <li>• The HS PTO is also running Adopt-a-Senior to show the Seniors a little love after this difficult year of missing so much.</li> <li>• The town wide PTO is going to award nine Seniors with scholarships this year.</li> <li>• Grad Party is getting ready for the Grad Party at</li> </ul>	<p><b>PTO Report</b></p>

	Quassy and running a couple more fundraisers.	
<b>5.</b>	<p><b>Approval of Minutes</b></p> <p><b>A. Approval of the following Board of Education Meeting Minutes:</b></p> <p><b>1. Regular Meeting Minutes April 27, 2021</b></p> <p><b>Mrs. Rella moved to approve the following Board of Education Meeting Minutes: Regular Meeting Minutes April 27, 2021, seconded by Mr. McCauley.</b></p> <ul style="list-style-type: none"> <li>• Mrs. McInerney noted a typo on page 16. The word “complied” should have been “compiled”.</li> </ul> <p><b>The motion passed unanimously.</b></p>	<p><b>Approval of Minutes</b></p> <p><b>A. Approval of the following Board of Education Meeting Minutes:</b></p> <p><b>1. Regular Meeting Minutes April 27, 2021</b></p> <p><b>Motion made and passed unanimously to approve the following Board of Education Meeting Minutes: Regular Meeting Minutes April 27, 2021.</b></p>
<b>6.</b>	<p><b>Superintendent’s Report</b></p> <ul style="list-style-type: none"> <li>• Following Policy discussions, Ms. DiCorpo said this will be her first reporting on fundraisers this year. There have been 24 internal fundraisers so far this year, all high school based: <ul style="list-style-type: none"> <li>5 - Class of 2023</li> <li>3 - Class of 2022</li> <li>1 - French Honor Society</li> <li>1 - French Honor Society and German Honor Society combined</li> <li>1 - Various combined clubs and activities</li> <li>6 - Athletic teams</li> <li>1 - Math Honor Society</li> <li>4 - National Honor Society</li> <li>1 - Band/Orchestra</li> <li>1 - All School Musical</li> </ul> </li> <li>• Senior students were surveyed regarding NMHS Graduation. Principal Shugrue will send information to parents and students tomorrow.</li> <li>• There have been several meetings weekly for the last few months with the Town that Mrs. Faulenbach and Ms. DiCorpo attended for</li> </ul>	<p><b>Superintendent’s Report</b></p>

	<p>ongoing discussions regarding sharing services and long term capital projects.</p> <ul style="list-style-type: none"><li>● Ms. DiCorpo reminded parents regarding end of year events of the 10 day quarantine period if needed. Also, Governor Lamont stated on 5/13/21 during a press conference that regardless of their vaccination status, all children in schools must continue to wear their masks through the end of the school year as an insufficient number of them have yet to be vaccinated. We are awaiting updated guidance from the CSDE on masks and what mitigation measures we should consider having in place for the end of the school year.</li><li>● The district was not chosen for Teach Rock, but we may have another chance in January. The state will keep our application on file.</li><li>● Kindergarten numbers are slightly increasing: NES 104 and 90 HPS. Remember that online registration is offered.</li><li>● On Wednesday evening May 12th, Ed Gerety spoke to parents for a Parents as Partners event <i>Bridging the Gap: Helping Students Succeed in School and Life</i>. The presentation had good reviews, but unfortunately there was low attendance.</li><li>● School administration and Cabinet met with a representative from the CT Institute for Communities in order to learn more about a School Based Health Center model and how it works for both physical and behavioral health needs of students. We visited two schools, Henry Abbott Tech and Broadview Middle School, in order to take a look and to learn more about how these centers work. The next step is a presentation for the full Board.</li><li>● Facilities and Operations meetings were true representations of all of the work that we have been accomplishing as a team over these last few months. All of these projects and plans are very exciting and we are looking forward to seeing many of the Facilities projects come to completion by summer's end.</li></ul>	
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	<ul style="list-style-type: none"> <li>• The Police Chief, Fire Marshall, Dispatch, our Facilities Director, Business Manager, and the Technology team met with 911 Inform to learn more about the product as well as to learn more about camera placement in all schools, as part of the security grant process. We appreciate the input of the Town participants.</li> <li>• Mrs. Rella asked if Ms. DiCorpo could elaborate on the Town collaboration piece.</li> <li>• Mrs. Faulenbach said she would continue that in her Board Chair report.</li> </ul>	
<b>7.</b>	<p><b>Board Chairman's Report</b></p> <ul style="list-style-type: none"> <li>• Mrs. Faulenbach said the Board is planning a June 2 Special Meeting to hear the NV5 presentation. Another meeting will be set for the Board self-evaluation.</li> <li>• She welcomed Mayor Bass as an Ex Officio member. She said there have been numerous meetings over the past six months regarding operations, finances and purchasing collaborations. They have discussed copier purchasing, combining five year capital plan projects and the possibility of grants. They are just beginning to drill down. The Facilities and Operations agendas are often products of those conversations, with items such as the tennis courts, high school roof, traffic patterns and paving as examples.</li> <li>• Mrs. Rella asked if they are looking at the Facilities and Technology departments. Mrs. Faulenbach said they are. They are looking at what both the Town and BOE do, as well as technology equipment pieces. She said they are meeting weekly at this point.</li> <li>• Mrs. Faulenbach said they are in current negotiations with four bargaining units.</li> <li>• She acknowledged Mrs. Nabozny who is leaving the Board and New Milford. She thanked Mrs. Nabozny for her tremendous involvement over the years, not only with the Board, but with PTO</li> </ul>	<p><b>Board Chairman's Report</b></p>

	and the high school music program. Mrs. Nabozny has been very entrenched in the community and will be missed.	
8.	<p><b>Discussion and Possible Action</b></p> <p><b>A. Exhibit A: Personnel - Certified, Non-Certified Appointments, Resignations and Leaves of Absence as of May 18, 2021 (Revised)</b></p> <p><b>Mrs. Rella moved to approve Revised Exhibit A: Personnel – Certified, Non-Certified Appointments, Resignations and Leaves of Absence as of May 18, 2021, seconded by Mr. McCauley.</b></p> <ul style="list-style-type: none"> <li>Mrs. Rella acknowledged the special people leaving.</li> </ul> <p><b>The motion passed unanimously.</b></p> <p><b>B. Monthly Reports</b></p> <ol style="list-style-type: none"> <li>Budget Position dated April 30, 2021</li> <li>Purchase Resolution: D-746 (Revised)</li> <li>Request for Budget Transfers</li> </ol> <p><b>Mrs. Rella moved to approve monthly reports: Budget Position dated April 30, 2021; Revised Purchase Resolution D-746; and Request for Budget Transfers, seconded by Mrs. Nabozny.</b></p> <ul style="list-style-type: none"> <li>Mrs. Faulenbach noted that these reports were discussed at Operations. She said she was pleased to see the scoreboard on the purchase resolution.</li> </ul> <p><b>The motion passed unanimously.</b></p> <ul style="list-style-type: none"> <li>Mrs. Faulenbach asked for a motion to amend the agenda to include discussion and possible</li> </ul>	<p><b>Discussion and Possible Action</b></p> <p><b>A. Exhibit A: Personnel - Certified, Non-Certified Appointments, Resignations and Leaves of Absence as of May 18, 2021 (Revised)</b></p> <p><b>Motion made and passed unanimously to approve Revised Exhibit A: Personnel – Certified, Non-Certified Appointments, Resignations and Leaves of Absence as of May 18, 2021.</b></p> <p><b>B. Monthly Reports</b></p> <ol style="list-style-type: none"> <li>Budget Position dated April 30, 2021</li> <li>Purchase Resolution: D-746 (Revised)</li> <li>Request for Budget Transfers</li> </ol> <p><b>Motion made and passed unanimously to approve monthly reports: Budget Position dated April 30, 2021; Revised Purchase Resolution: D-746; and Request for Budget Transfers.</b></p>

	<p>action on the use of end of year funds in the amount of \$16,978.50 to extend the Rediker contract through September 2021.</p> <p><b>Mrs. Nabozny moved to amend the agenda to include discussion and possible action on the use of end of year funds in the amount of \$16,978.50 to extend the Rediker contract through September 2021, seconded by Mrs. Rella.</b></p> <p><b>The motion passed unanimously.</b></p> <ul style="list-style-type: none"><li>• Ms. DiCorpo distributed a memo regarding the request. The Rediker contract is up in June. She said this will allow additional needed time for scheduling to be completed through the summer in Rediker before being migrated to Power School. She said she just became aware of this critical need.</li><li>• Mrs. Faulenbach said this was brought to her attention today and she thought it warranted a full Board discussion.</li><li>• Mrs. Rella said the district has been working on the migration for a year and she finds this last minute request for \$16,000 unacceptable. This is a lot of money. The district should have been aware.</li><li>• Ms. DiCorpo said the migration has not been ongoing all year, only one person has been working on it, plus the Technology Director left. It is her understanding that the Director had planned to make this request sooner, but that it got lost in the transition process. She said she brought the request forward as soon as she was aware of it.</li><li>• Mrs. Faulenbach said she agrees with many of the comments made but her main concern is about losing data.</li><li>• Mrs. Nabozny said she is also concerned with the last minute request. She said there are always issues with master scheduling.</li><li>• Ms. DiCorpo said she is looking to support the principals. There will be a new principal coming into the high school and there is an interim</li></ul>	<p><b>Motion made and passed unanimously to amend the agenda to include discussion and possible action on the use of end of year funds in the amount of \$16,978.50 to extend the Rediker contract through September 2021.</b></p>
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principal at the middle school now. She said she thinks having Rediker and Power School available side by side as part of the transition before Rediker is shut down will be very important. She said while she is not making excuses, there have been lots of moves administratively, the Technology Director is currently part time and a plan is needed moving forward. This will assist with that.

- Mr. McCauley agreed that the timing is unfortunate but said with the amount of transitions this year and other issues, it is understandable. He said he is using Power School now at his work and it will be important that the data be correct and personnel trained.
- Mr. Failla asked if the dollar amount for this extension is in line with the current contract fees. Ms. Terry said it is.
- Mr. Failla said he is concerned with loss of data. What happens when Rediker is shut down? Ms. Terry said there will be a backup and retention of the raw data.
- Mr. Failla said while it pains him to use the money, this is a learning experience for the district, and he will support the request.
- Mrs. Faulenbach said she is usually loud about her opposition to walk-in requests but sometimes they can't be avoided. The Board had previously approved the general project, so the intent of the work is there. This is a non-budgeted item to continue that intent.
- Ms. DiCorpo said she did not want to wait until the June Board meeting as that is very close to the original Rediker shut down date.
- Mrs. McInerney said she first wanted to welcome the new Interim Technology Director. She said rushing the migration can be a disaster in her work experience with Technology. She agrees there has been a lot of transition and there is more coming.
- Mrs. Rella said integration was in the original plan and she thinks this reflects poor planning.
- Mrs. Faulenbach said that is why she made her

	<p>previous comments. This was in the plan; the budgeting piece was missed. At least using end of year funds keeps the expense within the operating budget.</p> <p><b>Mrs. McInerney moved to approve the use of end of year funds in the amount of \$16,978.50 to extend the Rediker contract through September 2021, seconded by Mr. McCauley.</b></p> <p><b>The motion passed 7-1-0, with Mrs. Rella voting no.</b></p>	<p><b>Motion made and passed to approve the use of end of year funds in the amount of \$16,978.50 to extend the Rediker contract through September 2021.</b></p>
<b>C.</b>	<p><b>Gifts &amp; Donations</b></p> <p><b>1. New Milford PTO - Exhibit B</b></p> <p><b>Mr. McCauley moved to approve Gifts &amp; Donations: New Milford PTO - Exhibit B in the amount of \$4,000.00, seconded by Mrs. Monaghan.</b></p> <ul style="list-style-type: none"> <li>• Mr. McCauley said he was happy to see this particular donation on the agenda, as well as the field trip report. Nice to see events happening for our schools again.</li> </ul> <p><b>The motion passed unanimously.</b></p>	<p><b>C. Gifts &amp; Donations</b></p> <p><b>1. New Milford PTO - Exhibit B</b></p> <p><b>Motion made and passed unanimously to approve Gifts &amp; Donations: New Milford PTO - Exhibit B in the amount of \$4,000.00.</b></p>
<b>D.</b>	<p><b>Grant Approvals</b></p> <p><b>1. Adult Education PEP Grant</b></p> <p><b>Mrs. Monaghan moved to approve the Adult Education PEP Grant in the amount of \$40,000.00, seconded by Mrs. McInerney.</b></p> <p><b>The motion passed unanimously.</b></p> <p><b>2. IDEA Grant</b></p> <p><b>Mrs. McInerney moved to approve the IDEA Section 611 grant in the amount of \$923,834.00 and the IDEA Section 619 grant in the amount of \$33,714.00, seconded by Mrs. Rella.</b></p>	<p><b>D. Grant Approvals</b></p> <p><b>1. Adult Education PEP Grant</b></p> <p><b>Motion made and passed unanimously to approve the Adult Education PEP Grant in the amount of \$40,000.00.</b></p> <p><b>2. IDEA Grant</b></p> <p><b>Motion made and passed unanimously to approve the IDEA Section 611 grant in the amount of \$923,834.00 and the IDEA Section 619 grant in the amount of \$33,714.00.</b></p>

	<p>The motion passed unanimously.</p> <p><b>E. Bid Awards</b></p> <p><b>1. Septic &amp; Grease Trap Service and Cleaning</b></p> <p>Mrs. Nabozny moved to approve the bid award for Septic &amp; Grease Trap Service and Cleaning to New Milford Septic Services, LLC for a period of one year, seconded by Mr. McCauley.</p> <ul style="list-style-type: none"> <li>Mrs. McInerney asked for confirmation that there was only one bidder. Mr. Giovannone said that is correct. New Milford Septic has been the lowest bidder in the past.</li> </ul> <p>The motion passed unanimously.</p> <p><b>2. Boiler &amp; Burner Service and Cleaning</b></p> <p>Mr. McCauley moved to approve the bid award for Boiler &amp; Burner Service and Cleaning to Penn Marr Boiler Cleaning, Inc. for a period of one year, seconded by Mrs. Monaghan.</p> <ul style="list-style-type: none"> <li>Mr. Giovannone said these start July 1.</li> </ul> <p>The motion passed unanimously.</p> <p><b>F. Policies for Approval</b></p> <ol style="list-style-type: none"> <li>3000 Concept and Roles in Business and Non-Instructional Operations</li> <li>3110 Budget Planning</li> <li>3160 Budget and Transfer of Funds</li> <li>3230 Federal Funds</li> <li>3231 Medical Reimbursement for Special Education Students</li> <li>6200 Adult Education</li> </ol>	<p><b>E. Bid Awards</b></p> <p><b>1. Septic &amp; Grease Trap Service and Cleaning</b></p> <p>Motion made and passed unanimously to approve the bid award for Septic &amp; Grease Trap Service and Cleaning to New Milford Septic Services, LLC for a period of one year.</p> <p><b>2. Boiler &amp; Burner Service and Cleaning</b></p> <p>Motion made and passed unanimously to approve the bid award for Boiler &amp; Burner Service and Cleaning to Penn Marr Boiler Cleaning, Inc. for a period of one year.</p> <p><b>F. Policies for Approval</b></p> <ol style="list-style-type: none"> <li>3000 Concept and Roles in Business and Non-Instructional Operations</li> <li>3110 Budget Planning</li> <li>3160 Budget and Transfer of Funds</li> <li>3230 Federal Funds</li> <li>3231 Medical Reimbursement for Special Education Students</li> <li>6200 Adult Education</li> </ol>
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	<p><b>Mrs. Rella moved to approve the following policies:</b></p> <ol style="list-style-type: none"> <li><b>1. 3000 Concept and Roles in Business and Non-Instructional Operations</b></li> <li><b>2. 3110 Budget Planning</b></li> <li><b>3. 3160 Budget and Transfer of Funds</b></li> <li><b>4. 3230 Federal Funds</b></li> <li><b>5. 3231 Medical Reimbursement for Special Education Students</b></li> <li><b>6. 6200 Adult Education</b></li> </ol> <p><b>Seconded by Mr. McCauley.</b></p> <ul style="list-style-type: none"> <li>Mrs. Faulenbach said these have gone through several reads by the Board.</li> </ul> <p><b>The motion passed unanimously.</b></p> <p><b>G. Policies for Second Review</b></p> <ol style="list-style-type: none"> <li><b>1. 3152 Spending Public Funds for Advocacy</b></li> <li><b>2. 3300 Purchasing</b></li> </ol> <ul style="list-style-type: none"> <li>Mrs. Faulenbach said additional changes were made to 3300 at second review by the Policy Subcommittee. These policies will be up for approval in June.</li> <li>Mrs. McInerney said the threshold was adjusted to reflect comments. An intermediate level is proposed.</li> </ul> <p><b>H. Policy for First Review</b></p> <ol style="list-style-type: none"> <li><b>1. 1324 Fundraising by Students</b></li> </ol> <ul style="list-style-type: none"> <li>Mrs. Nabozny said she has concerns about these revisions, which perhaps could constrain organizations that robustly fundraise. She asked that advisors be consulted as to the reasoning for the fundraising, as perhaps it is for something coming up in the future or spread out over many participants.</li> <li>Mrs. McInerney agreed that will be important. She is not a big proponent of over fundraising so</li> </ul>	<p><b>Motion made and passed unanimously to approve the following policies:</b></p> <ol style="list-style-type: none"> <li><b>1. 3000 Concept and Roles in Business and Non-Instructional Operations</b></li> <li><b>2. 3110 Budget Planning</b></li> <li><b>3. 3160 Budget and Transfer of Funds</b></li> <li><b>4. 3230 Federal Funds</b></li> <li><b>5. 3231 Medical Reimbursement for Special Education Students</b></li> <li><b>6. 6200 Adult Education</b></li> </ol> <p><b>G. Policies for Second Review</b></p> <ol style="list-style-type: none"> <li><b>1. 3152 Spending Public Funds for Advocacy</b></li> <li><b>2. 3300 Purchasing</b></li> </ol> <p><b>H. Policy for First Review</b></p> <ol style="list-style-type: none"> <li><b>1. 1324 Fundraising by Students</b></li> </ol>
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	<p>it will be important to justify any long term ramifications.</p> <ul style="list-style-type: none"> <li>• Mr. Failla said he is concerned the Board is becoming over restrictive about approvals through policies and procedures. If we can't fund through budgets, then money needs to be raised somehow so that an undue burden is not put on students and families. A happy medium is needed.</li> <li>• Mrs. Rella said she too is aware that some organizations raise a lot of money and they do not always get to keep and use as they wish.</li> </ul> <p><b>I. New Milford Fire Facility Usage Agreement</b></p> <p><b>Mrs. Rella moved to approve the New Milford Fire Facility Usage Agreement and to authorize the Board Chair to sign on its behalf, seconded by Mr. McCauley.</b></p> <ul style="list-style-type: none"> <li>• Mrs. Faulenbach said a new draft is being distributed to Board members which includes a request for field use for practices, with the understanding that student use still takes priority. She said the agreement captures the spirit of the partnership and provides guidelines for success for all parties involved.</li> <li>• Mr. Failla said he thinks the Board should take advantage of this opportunity. The fees will go towards field replacement. He suggested the organization adjust their requested time to go until 10 PM since the lights are on until then. He noted that graduation is June 19, a game day, but the two events will not overlap. He is looking forward to something different and new for the Town funded turf fields.</li> <li>• Mrs. Nabozny asked if the building use form reflects all dates. Mr. Aparacio said it does and the practices do not start until after school gets out. Dates were checked for conflicts.</li> <li>• Ms. DiCorpo said the revised agreement clarifies non-profit status language, as well as ramifications if non-profit status is not achieved.</li> <li>• Mr. Helmus said he is concerned with numbers 3</li> </ul>	<p><b>I. New Milford Fire Facility Usage Agreement</b></p> <p><b>Motion made and passed to approve the New Milford Fire Facility Usage Agreement and to authorize the Board Chair to sign on its behalf.</b></p>
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	<p>and 4 of the agreement where the Board is making an exception to an entity who is not yet non-profit, which he finds unusual.</p> <ul style="list-style-type: none"><li>• Mrs. Faulenbach agreed that it was, and that was the reasoning behind the agreement, the opportunity to capture the understanding.</li><li>• Mr. Helmus said he doesn't like opening up a can of worms for exceptions down the road. He says it feels a little back door. While he understands the opportunity, the Board needs to follow policies and procedures.</li><li>• Mayor Bass said this is a COVID year and the IRS is delayed in approvals. He doesn't think the organization should be penalized for that. He said special times call for special circumstances. The organization has agreed to pay full boat if not. They are only as good as their name, especially in their home town. They plan heavy involvement in the community. We should work with them on the partnership.</li><li>• Mrs. Faulenbach said she had real concerns when this first came up, especially since the fee schedule went through almost a year of discussion with the Turf Field Committee, Facilities Subcommittee, Operations Subcommittee and Board all having a part. The agreement captures some of the vulnerabilities and does not set precedent otherwise. It was vetted through legal.</li><li>• Mrs. Nabozny asked when the non-profit status was applied for. Ms. DiCorpo said February 3.</li><li>• Mrs. McInerney said she agrees with Mr. Helmus. Will the same thing be done for other groups down the road?</li><li>• Mr. Aparicio said the Turf Field Committee is reforming to work on capturing some of the current issues.</li><li>• Mr. Helmus recognized the tremendous effort put into this and he will support it with his reservations noted about making exceptions to rules and process. He said if it doesn't work out, he will never vote to support anything similar again.</li></ul>	
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	<ul style="list-style-type: none"> <li>• Mrs. Faulenbach said she has similar reservations but thinks this is a viable solution. She said it is important to keep an open dialogue going forward.</li> <li>• Mr. McCauley said he seconds Mr. Helmus's concerns but will support for now.</li> <li>• Mr. McCauley asked how much life the fields have left currently.</li> <li>• Mr. Failla said we are five years in and the manufacturing says five more until the end of life. Given the quality of care they have received, Mr. Failla said it is more like a minimum of twelve years total.</li> <li>• Mrs. Faulenbach said funding will need to be reevaluated because it is not adequate now.</li> <li>• Ms. DiCorpo said they are looking for a couple of student representatives for the Turf Field Committee if any students are watching now.</li> <li>• Mr. Aparicio said they are looking for a Board representative too. He hopes to reconvene the committee by next week.</li> <li>• Mrs. Faulenbach asked if the Observatory had been informed of the New Milford Fire use. Mr. Aparicio said they have been and they will not be starting programming back up until August at the earliest.</li> </ul> <p><b>The motion passed 7-1-0, with Mrs. McInerney voting no.</b></p>	
<b>J.</b>	<p><b>Projected 2020-21 Operating Fiscal Year End Balance (Revised)</b></p> <ul style="list-style-type: none"> <li>• Mr. Giovannone said there was a robust conversation at Operations regarding the year end balance. The revision has changes to the year end projects. The gym floors have been removed based on possible impact from the roof project and timing. Firewall has been added from the Five Year Capital Plan based on need. The balance reflects these changes.</li> <li>• Mrs. Faulenbach noted that motions regarding end of year balance are usually made in June. These include capital reserve and turf field</li> </ul>	<p><b>J. Projected 2020-21 Operating Fiscal Year End Balance (Revised)</b></p>

	<p>accounts. She said these are pending final audit but show intent and the plan for funding as well as notice to the Town.</p> <ul style="list-style-type: none"> <li>• Mrs. Nabozny asked when the gym floors are expected to be done. Mr. Aparacio said they will need to coordinate with the roof vendor when chosen. Over the summer would be best if possible.</li> <li>• Mrs. Faulenbach asked if this project will come from capital reserve and Mr. Giovannone said yes, that will be the request.</li> <li>• Mrs. Faulenbach reminded Board members that the district offices are under consideration for move and there will be architectural design plans required as the next step. This would be another capital reserve request.</li> </ul>	
<b>K.</b>	<p><b>Request to Use NMPS Logos</b></p> <ul style="list-style-type: none"> <li>• Mrs. Faulenbach said this is a request from a local business.</li> <li>• Mrs. McInerney asked what the policy says. She said she is aware that bigger stores like Walmart sell New Milford merchandise. Who allows that? Who owns the district logos?</li> <li>• Mrs. Faulenbach said policy 1325 applies and is open for some interpretation. She said the logo is not trademarked.</li> <li>• Mrs. McInerney said this should be addressed immediately. She said she has an issue with for profit organizations making money from our logo without giving some percentage back. She said this request could lead to others.</li> <li>• Mr. Helmus said he thinks the policy is clear in prohibiting commercial benefit.</li> <li>• Mrs. McInerney said that refers to “resources”. What does that mean for logos? She would like this clarified at Policy in the future.</li> <li>• Mr. Failla said they are caught in a quandary. The owner, a New Milford graduate, asked when big commercial organizations don’t. There is no trademark involved. In reality, the smaller “mom and pop” store is penalized while other bigger</li> </ul>	<p><b>K. Request to Use NMPS Logos</b></p>

	<p>stores are not.</p> <ul style="list-style-type: none"> <li>• Mr. Helmus said he doesn't think it can be approved since it violates policy. He suggested no action be taken and the policy be clarified in the future.</li> <li>• Mr. Failla agreed but said the item in question is a very nice bucket.</li> <li>• Mrs. Faulenbach said the minutes will reflect the discussion.</li> </ul>	
<p><b>9.</b></p> <p><b>A. Field Trip Report</b></p>	<p><b>Items for Information and Discussion</b></p> <ul style="list-style-type: none"> <li>• Mrs. Calabrese said there is one trip, SMS grade 8 to Lake Compounce on June 11. It is a Science field trip; 260 students plan to attend.</li> <li>• Mrs. McInerney said she was aware that the PTO is offsetting cost but that is not reflected in the cost listed on the form.</li> <li>• Mrs. Nabozny noted that it should have been on the PTO form so that the Board sees it before the event happens.</li> </ul>	<p><b>Items for Information and Discussion</b></p> <p><b>A. Field Trip Report</b></p>
<p><b>10.</b></p>	<p><b>Adjourn</b></p> <p><b>Mrs. Rella moved to adjourn the meeting at 9:21 p.m., seconded by Mrs. McInerney.</b></p> <p><b>The motion passed unanimously.</b></p>	<p><b>Adjourn</b></p> <p><b>Motion made and passed unanimously to adjourn the meeting at 9:21 p.m.</b></p>

Respectfully submitted:



Cynthia Nabozny  
Secretary  
New Milford Board of Education

**New Milford Board of Education  
Special Meeting Minutes  
June 2, 2021  
Sarah Noble Intermediate School Library Media Center**

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

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<b>Also Present:</b>	Ms. Alisha DiCorpo, Superintendent of Schools Mr. Nestor Aparicio, Assistant Director of Facilities Ms. Jamie Terry, Technology Director Mr. Anthony Giovannone, Director of Operations and Fiscal Services (via Zoom) Mayor Pete Bass (via Zoom)
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<b>1.</b>	<b>Call to Order</b>	<b>Call to Order</b>
<b>A.</b>	<b>Pledge of Allegiance</b>  The special meeting of the New Milford Board of Education was called to order at 7:04 p.m. by Mrs. Faulenbach. The Pledge of Allegiance immediately followed.	<b>A. Pledge of Allegiance</b>
<b>2.</b>	<b>Public Comment</b>  • There was none.	<b>Public Comment</b>
<b>3.</b>	<b>Item for Information and Discussion</b>	<b>Item for Information and Discussion</b>
<b>A.</b>	<b>Presentation by Energy Systems Group (ESG)</b>  <ul style="list-style-type: none"> <li>Christian Michel, Doreen Hamilton and Ed Daly presented for ESG. Steve Wells joined via Zoom from NV5.</li> <li>Mrs. Faulenbach noted that a presentation has also been made on the Town side.</li> <li>Dr. Steve Wells said NV5 is a large corporation that acquired Celtic Energy about two years ago. He is a VP of Operations for their Energy Efficiency Services group. They have been</li> </ul>	<b>A. Presentation by Energy Systems Group (ESG)</b>

	<p>working on the New Milford project for over two years. They are a third party independent owner's representative for energy projects, in this case energy savings. They are the overseer of the project for New Milford. NV5 worked with Town and BOE representatives to develop a preliminary assessment of the schools and Town energy profile. They co-authored an Energy Performance Contract (EPC) project request for proposals (RFPs), and worked to evaluate all bidders and set up interviews. Five proposals were submitted. ESG was selected. ESG guarantees savings and includes annual measurement and verification reviews. There are no out of pocket costs from the Town. The project is financed through debt service. Once the debt is paid off, it is all savings.</p> <ul style="list-style-type: none"> <li>• The project begins with an Energy Baseline review of usage for all buildings.</li> <li>• Mrs. Faulenbach asked if that included the East Street building. Mr. Michel said it did.</li> <li>• Mr. Michel said as a result of the project, energy use reduction will be significant. This is primarily due to the solar piece of the project. Thermal will also be offset. There will be a significant carbon footprint reduction too.</li> <li>• Energy and infrastructure measures being proposed include boiler replacements, LED lighting, solar, chiller and RTU replacements and more. Two gas-fired engine-generators will be installed at NMHS for on-site power generation and resiliency.</li> <li>• Mrs. Faulenbach asked what buildings will have the solar piece and where it will be physically mounted.</li> <li>• Mr. Michel said on the SNIS and HPS roofs. He said their approach at the beginning was to consider all buildings for solar. They then applied to Eversource through a reserve auction for offsets of Renewable Energy Credits (RECs) to help pay for the projects. Of the ten arrays they entered for bidding, only four were awarded. ESG looks for what will provide the most payback.</li> <li>• Mrs. Faulenbach said the roofs are included in the capital plan for replacement.</li> </ul>	
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- Mr. Aparicio said the HPS roof replacement is coming up in three years on the capital plan. He asked how that affects the solar piece.
- Mr. Michel said they will move the panels on and off, with no warranty issues.
- Mr. Aparicio asked if the type of roof matters. Mr. Michel said yes, standing seam is the easiest for installation.
- Ms. Hamilton said they will work with the chosen architect and engineers on design.
- Mrs. McInerney asked what the age of the SNIS roof was. Mr. Aparicio said two to three years.
- Mrs. Faulenbach recommended that ESG work with the Municipal Building Committee.
- Mr. Aparicio asked if they will be looking to add solar to other schools in the future.
- Mr. Michel said this is the last year of the current REC program so they are compiling information to be ready for the next one.
- Mrs. Monaghan asked what the initial cost of the panels are to the Town. Mr. Michel said there are no upfront costs; they are included in the price of the project.
- Ms. Hamilton said the Town will be at almost a net zero for the schools in energy use through the solar component of the project.
- Mr. Helmus asked if the REC program is what makes the solar projects feasible. Mr. Michel said it depends on the largeness of the array.
- Mr. Helmus asked why carports were not considered then. Mr. Michel said they are the most expensive type of solar due to the steel used.
- Mr. Aparicio said the district had previous issues with roof damage due to weather. He asked what happens if something similar happens in the future and the solar is damaged.
- Mrs. Faulenbach asked if these proposed structural changes had been run through the Town's insurance carrier, CIRMA.
- Ms. DiCorpo asked if an increase to the cost of insurance was possible as a result of changes.
- Mr. Daly said they would be happy to meet with CIRMA.
- Ms. DiCorpo asked if the cogenerator will need to follow a maintenance process. Mr. Daly said

	<p>yes and ESG will set that up and streamline it for ease.</p> <ul style="list-style-type: none"><li>• Mayor Bass said it is important to remember why we are doing this project. It will allow us the ability to get much needed capital improvements through a net neutral cash flow. He said the project will provide approximately \$12 million in capital for net neutral cost.</li><li>• Ms. Hamilton said it will provide energy savings and infrastructure upgrades.</li><li>• Mrs. Faulenbach said that is a great point. The project funds capital with less taxpayer burden. She asked why all districts are not doing this?</li><li>• Ms. Hamilton said the biggest conversion is with lighting upgrades, almost 13,000 retrofit fixtures are proposed. These include exteriors and parking lots.</li><li>• Ms. DiCorpo said the capital plan includes consideration of paving projects at SMS and NES. She asked how this might affect the lighting.</li><li>• Ms. Hamilton said they could hold off in that area until the study is done. She said the contract includes a "change order" provision, as well as a \$150,000 contingency for changes.</li><li>• Mrs. McInerney asked about the implementation, especially as it relates to children in schools.</li><li>• Ms. Hamilton said it is 12-18 months total and they will schedule work in collaboration with Facilities, adhering to all Board policies and building protocols. They prefer first and second shifts but without students present.</li><li>• Mr. Daly said they will work to maximize summer construction.</li><li>• Mayor Bass noted that the projects presented tonight in totality can be viewed as a first phase. If additional things want to be done in the future, another phase can be added through cash flow. He asked what other towns have done combined school/town projects.</li><li>• Ms. Hamilton listed Colchester, Enfield, Stratford, East Haven, Branford, Tolland, Southington and Cheshire.</li><li>• Mr. Helmus said East Street was listed as part of the LED project. He questioned that in light of the building's uncertain future as well as the</li></ul>	
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fact that East Street does not show up on the project list otherwise.

- Mr. Michel said they did develop a scope of East Street where their priority was items that provide quick payback, of which lights are one.
- Ms. Hamilton said they will research the specifics further and provide feedback.
- The financing of the project will be through a bond or tax exempt lease purchase (TELP).
- Mr. Daly said this is a good time since interest rates are attractive.
- The project is guaranteed and self-funding. It is estimated at \$15,038,900 over 20 years. There is projected \$1,879,152 in renewable energy credits and utility incentives included, with \$17,685,731 in guaranteed energy savings. Three years of measurement and verification are included.
- Mrs. Faulenbach said energy costs are included in the operating budget. How will this project affect that?
- Mr. Daly said that would still be budgeted at the same rate, but some of that budgeted amount would now be used to pay the debt through the energy savings.
- Ms. DiCorpo said the budgeted amount might in fact need to increase each year due to delivery charge increases.
- Mr. Daly said the additional utility controls that are part of the project may help with energy demand management.
- Mrs. Faulenbach said she would like to see an example of year 1 from the operating budget.
- Mr. Giovannone said for 2021-22, the operating budget shows \$990,569 for electricity. He envisions that once the project starts, that amount with any needed escalator provided by the Town, will have a sub account showing the amount that will go towards payback.
- Mayor Bass said that will be similar on the Town side.
- Mr. Helmus said budget approval can sometimes be contentious in New Milford and he is concerned that the taxpayers will be expecting to actually see savings reflected in a reduced budget.

- Mayor Bass said we are leaving out a big part. There is \$17 million in capital through this project that we are not having to pay for in the balance sheet. This should be relayed to the taxpayers as a financing opportunity that they should be thrilled with.
- Mrs. Faulenbach said these conversations are important. We want to make sure that the project succeeds for both the Board and Town. We know there are capital expenses coming, so how can we best fund without taxpayer burden. It is important for the public to know details.
- Regarding the guarantee, Mrs. Faulenbach asked if ESG has ever written checks and Mr. Daly said they had.
- Mrs. Faulenbach asked about the timeframe going forward.
- Ms. Hamilton said they are currently working to finalize the contract, review the scope of work, and then circle back for final approvals, with a July/August start.
- Mrs. Faulenbach asked about warranties and if they had looked at fluid warranties. Mr. Daly said the warranty comes from the manufacturer but they will be looking to leverage their buying power.
- Mrs. Faulenbach asked about the bidding process and project oversight. Mr. Daly said they will facilitate all subcontractors. There will be a project manager on site, shared with Board and Town projects.
- Mrs. Faulenbach noted again that the capital is fluid and that there are ongoing conversations between the Board and Town. She asked that ESG be cognizant of that.
- Ms. DiCorpo said there are three contracts in process with the Town attorney: an MOU, the service agreement, and work scope proposal. She asked if that is because the Town holds the note. Mr. Daly said typically there is only one side reviewing, especially when using an owner's agent.
- Mrs. Faulenbach said this has been an extremely helpful conversation and provides important transparency as we enter this significant project. She encouraged Board members to send her any additional questions.

**New Milford Board of Education  
Special Meeting Minutes  
June 2, 2021  
Sarah Noble Intermediate School Library Media Center**

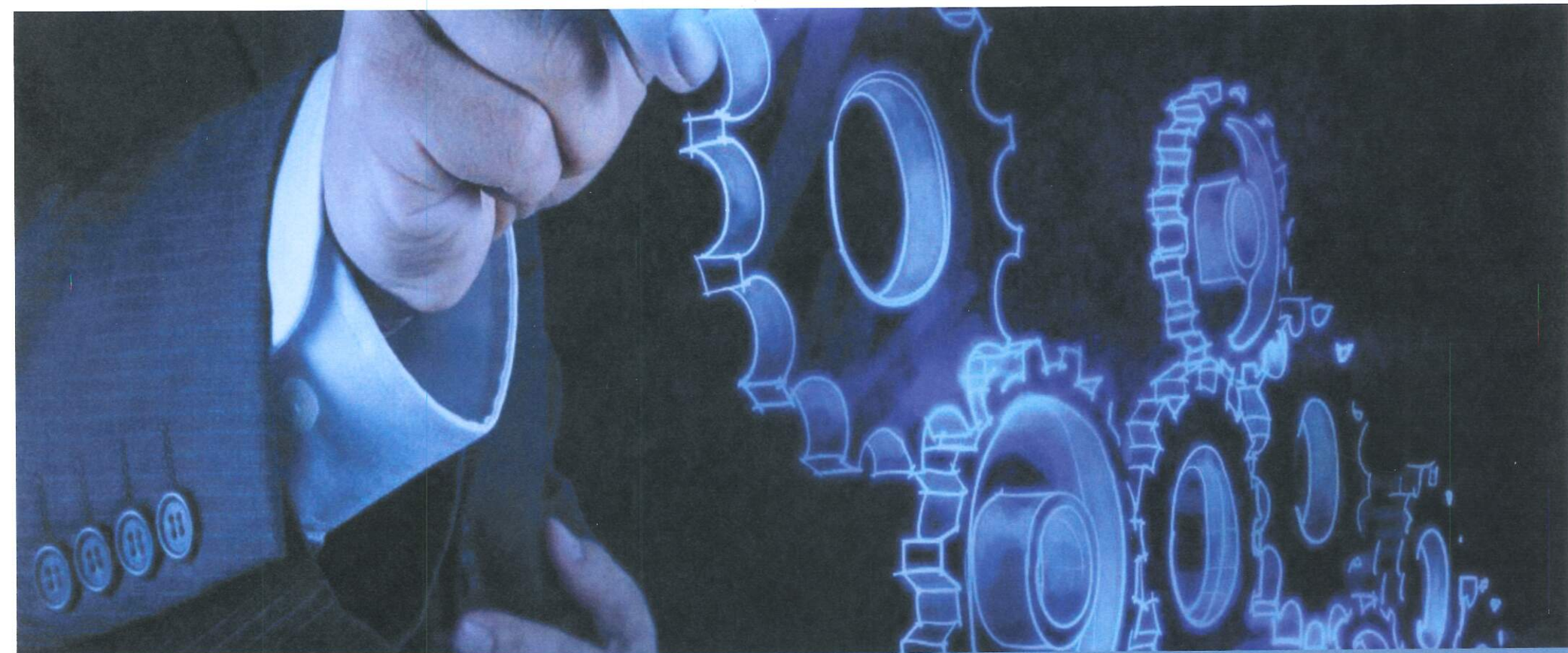
**Page 7**

<b>4.</b>	<b>Adjourn</b>  <b>Mrs. Monaghan moved to adjourn the meeting at 8:42 p.m., seconded by Mr. McCauley and passed unanimously.</b>	<b>Adjourn</b>  <b>Motion made and passed unanimously to adjourn the meeting at 8:42 p.m.</b>
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Respectfully submitted:



**Tammy McInerney  
Assistant Secretary  
New Milford Board of Education**



# NEW MILFORD BOARD OF EDUCATION

## ENERGY PERFORMANCE CONTRACT

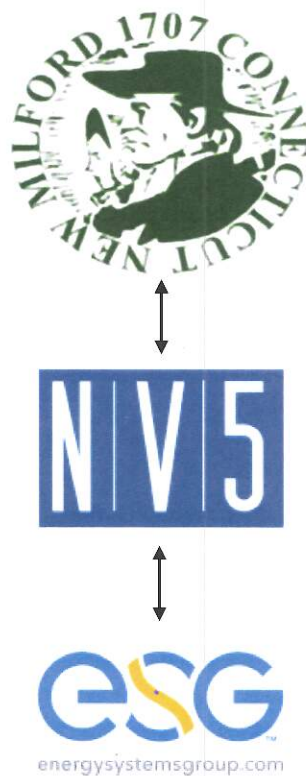
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*June 2, 2021*

[energysystemsgroup.com](http://energysystemsgroup.com)

# Organizational Structure

N|V|5



## WHO IS NV5?

- **NV5 is an international provider of engineering and consulting services** to public and private sectors, delivering solutions through multiple business verticals. By teaming and cross-selling between our groups, we provide highly specialized services to meet a variety of client needs.
- **NV5's Professional Consulting Services include- 70-Year History**
  - Sustainability & Resiliency Advisory Services
  - Energy Efficiency and Renewable Energy Consulting
  - Environmental Compliance and Air Permitting
  - Design Engineering
  - Commissioning (Cx), RCx, MBCx
  - Power Delivery (Utility Services)
- **NV5 provides Independent Owner's Representation (Third-Party Consulting) and helps clients manage Quality Assurance for energy projects such as:**
  - Energy Savings Performance Contracts
  - Public-Private-Partnership (P3) projects such as Energy-as-a-Service (EaaS)
  - Power Purchase Agreement (PPA) projects such as solar installations with battery backup
  - Sustainability, Resiliency, Microgrid projects involving CHP or distributed generation systems



# OVERVIEW OF PROCESS WITH NEW MILFORD

N|V|5

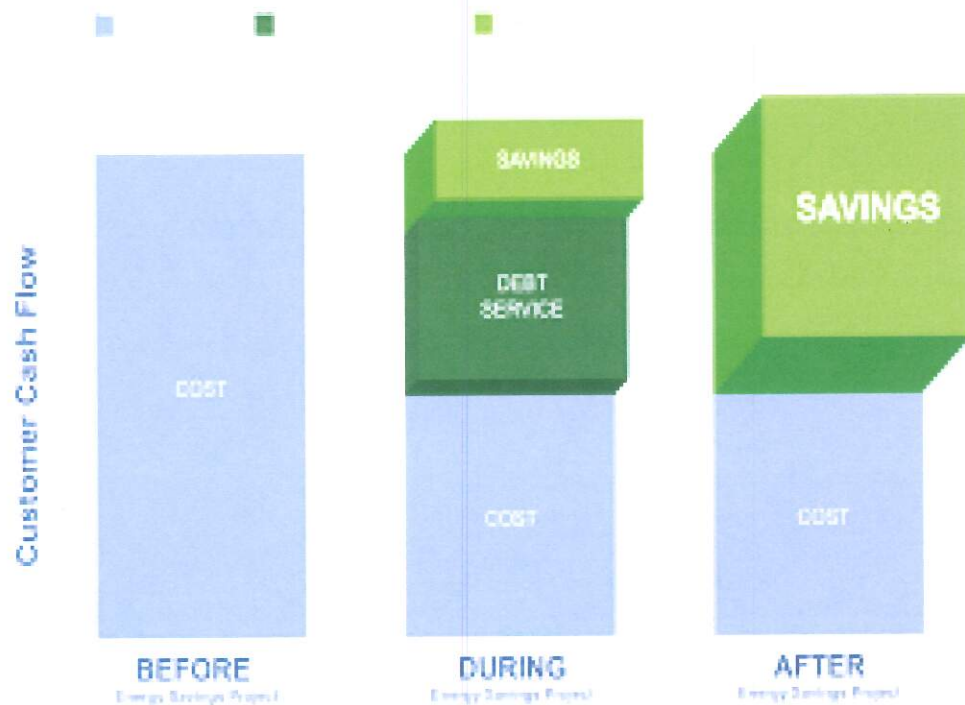
- Was selected by the Town/Schools to be the Owners Agent for an Energy Performance Contract
- Developed a preliminary assessment of schools and town energy profile (06/26/2019)
- Co authored Energy Performance Contract (EPC) project Request for Proposals (01/13/2020)
  - Developed a preliminary building assessment
  - 5 proposals were submitted on Energy project
- Worked to evaluate all of the bidders and set up interviews
  - Energy Systems Group was selected
- We perform Measurement and Verification reviews to ensure clients get what they paid for - **Guaranteed**
- We endorse this project based on our numerous hours of review/discussions and site visits



# ENERGY PERFORMANCE CONTRACTING

NV5

## Performance Contracting: A Budget-Neutral Solution



- Project funds itself over time
- Upgrades to buildings energy & infrastructure
- All projects completed within 12-18 months
- Energy Guarantee
- Oversight by NV5

A decorative graphic consisting of several parallel diagonal stripes in shades of blue and yellow, extending from the left side of the slide towards the center.

# Board of Education New Milford Public Schools

Presented by:

Doreen Hamilton  
Christian Michel  
Ed Daly

# Agenda



- Your Project
- Implementation Schedule
- Financial Overview
- Any Questions?



# Your Project



# Energy Baseline

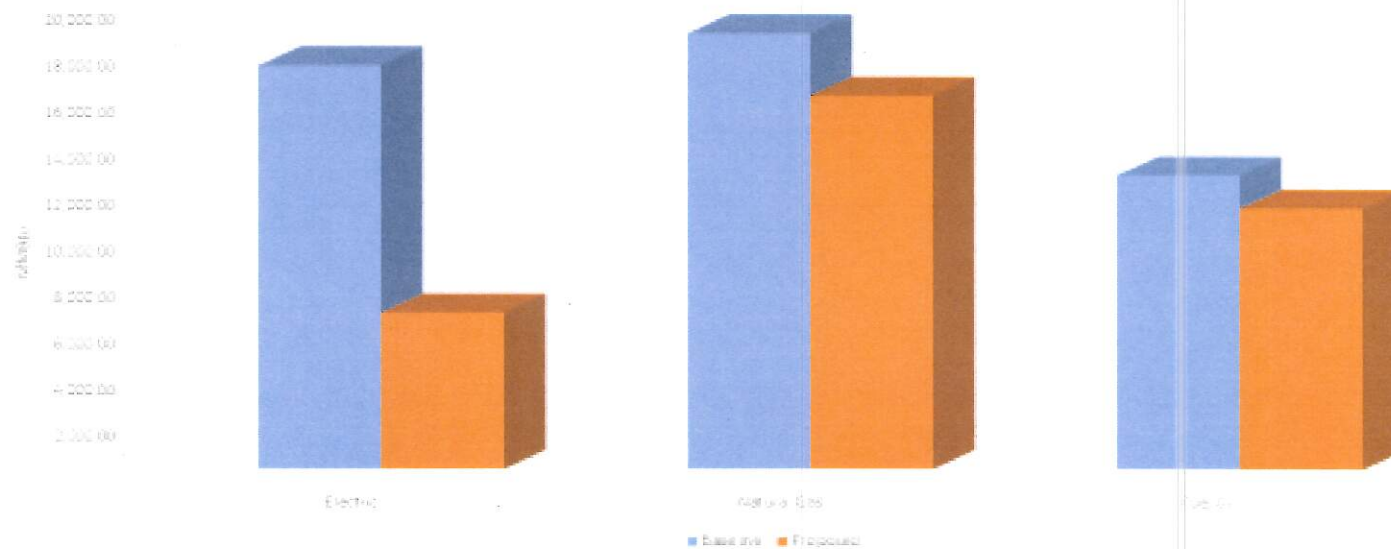
Baseline Data			Electric			Natural Gas		Fuel Oil		Propane		Water		Total Utility Cost
Facility Name	Population	Square Feet	Peak Monthly kW	Annual kWh	Total \$	Therms	Total \$	Annual Gallons	Total \$	Annual Gallons	Total \$	Annual kGal	Total Cost	
Schools	4,601	741,076	1,734	5,101,343	\$ 859,433	187,846	\$ 179,596	91,040	\$ 175,804			5,081	\$ 28,757	\$ 1,243,590
Town	110	235,944	638	2,423,220	\$ 360,899	93,771	\$ 132,571	22,375	\$ 44,319	8,836	\$ 12,258			\$ 550,048
Total	4,711	977,020	2,372	7,524,563	\$1,220,332	281,617	\$ 312,167	113,415	\$ 220,123	8,836	\$ 12,258	5,081	\$ 28,757	\$1,793,637

Energy data will be put into EPA Portfolio Manager and the buildings will be benchmarked

# Energy Cost Reduction

## Energy Use Reduction – Schools

New Milford Schools – EPC Energy Usage Reduction



# Carbon Emissions Reductions

## Green House Gas Reductions

✓ **2,167** metric tons of CO<sub>2</sub>e

### Equivalents:

Cars removed from road:	376
Homes annual energy use:	167
Barrels of oil:	4,571
Waste Recycled:	662
Acres of pine forest planted:	419
Seedlings grown for 10 years:	50,401
Railcars of coal burned:	10
Tanker trucks removed from road:	26

- ✓ Significant Carbon footprint reduction
- ✓ Solar provides near net zero for electricity with school solar projects
- ✓ Portfolio Manager for benchmarking

# Your Energy & Infrastructure Measures

ECM	ECM Number	New Milford High School	Schaghticoke Middle School	Sarah Noble Intermediate School	Northville Elementary School	Hill & Plain Elementary School	Town Hall	DPW Building 1-6	Lanesville Fire	Ambulance Barn	Police	Richmond (Senior Center)	Probate Court & IT	The Maxx	Lynn Deming Park Bath house	P&R Barn - Behind Town Hall	WWTP - WPCA
Boiler Replacement - All Condensing Boiler Option (w/ HW Reset)	TC.1.1B	X		X													
Boiler System Optimization	TC.1.2	X		X													
Cogeneration	TC.10.1	X															
Solar PV	TC.11.1			X		X					X						X
Transformer Replacement	TC.12.1	X		X	X												
Water Conservation	TC.13.1	X	X	X	X	X	X										
Demand Response	TC.14	X	X														
Plug Load Controls	TC.19.1	X	X	X	X	X	X	X			X	X	X	X			X
Air Cooled Chiller Replacement	TC.2.1		X	X													
Condenser Water System Optimization	TC.2.3	X															
Install DDC System; Town	TC.3.1						X				X	X	X				X
Install DDC System; Schools	TC.3.2	X	X	X													
DDC System Expansion, Integration & ReCx	TC.3.3	X	X	X													
DCV Control	TC.3.4		X	X													
Web Enabled Programmable Thermostats	TC.3.6								X						X	X	
Cooling Tower Replacement (w/ CW Reset)	TC.4.1	X															
AHU/RTU Replacement	TC.4.4			X													
Lower Pressure Drop AHU Filters (MERV 13)	TC.4.8	X															
LED Lighting - Interior and Controls; Basic	TC.5.1a		X		X	X	X	X				X	X	X			X
LED Lighting - Interior and Controls; Enhanced	TC.5.1b	X		X													
LED Lighting - Exterior	TC.5.2	X	X			X											X
Building Envelope - Weatherization, Insulation	TC.6.1	X	X	X	X	X	X	X	X	X	X		X	X			X
Pipe, Valve & Fitting Insulation	TC.7.1	X	X	X	X		X			X		X	X	X			X

# Schools Energy & Infrastructure Measures

ECM	ECM Number	New Milford High School	Schaghticoke Middle School	Sarah Noble Intermediate School	Northville Elementary School	Hill & Plain Elementary School
Boiler Replacement - All Condensing Boiler Option (w/ HW Reset)	TC.1.1B	X		X		
Boiler System Optimization	TC.1.2	X		X		
Cogeneration	TC.10.1	X				
Solar PV	TC.11.1			X		X
Transformer Replacement	TC.12.1	X		X	X	
Water Conservation	TC.13.1	X	X	X	X	X
Demand Response	TC.14	X	X			
Plug Load Controls	TC.19.1	X	X	X	X	X
Air Cooled Chiller Replacement	TC.2.1		X	X		
Condenser Water System Optimization	TC.2.3	X				
Install DDC System; Town	TC.3.1					
Install DDC System; Schools	TC.3.2	X	X	X		
DDC System Expansion, Integration & ReCx	TC.3.3	X	X	X		
DCV Control	TC.3.4		X	X		
Web Enabled Programmable Thermostats	TC.3.6					
Cooling Tower Replacement (w/ CW Reset)	TC.4.1	X				
AHU/RTU Replacement	TC.4.4			X		
Lower Pressure Drop AHU Filters (MERV 13)	TC.4.8	X				
LED Lighting - Interior and Controls; Basic	TC.5.1a		X		X	X
LED Lighting - Interior and Controls; Enhanced	TC.5.1b	X		X		
LED Lighting - Exterior	TC.5.2	X	X			X
Building Envelope - Weatherization, Insulation	TC.6.1	X	X	X	X	X
Pipe, Valve & Fitting Insulation	TC.7.1	X	X	X	X	

# Mechanical Improvements

## ■ Boiler Replacements

- Two (2) new boiler plants at High School and Sarah Noble with a combined six (6) new boilers and pumping optimization



## ■ Chiller Replacements

- Two (2) new chillers at Schaghticoke and Sarah Noble with a combined cooling capacity of 580 tons



## ■ Cooling Tower Replacement

- One (1) new cooling tower at the High School; replacing aging equipment and optimizing the performance of the existing chiller plant



## ■ RTU Replacements

- Replacement of the remaining eight (8) RTUs at Sarah Noble; replacing aging, R22 equipment



# Cogeneration (Combined Heat and Power)

- Installation of two (2) 75kW gas-fired engine-generators at the High School for **on-site power generation and resiliency**
  - Proposed footprint approx. 4'x8' per unit, to be sited in the existing mechanical space
- Waste heat will be recovered and used to heat the boiler loop in the heating season (**“free” heating**).
- Overall efficiency levels 2-3x that of grid-purchased commodities.
- Approximately **\$18,000/year of Class III RECs (incentive)** available

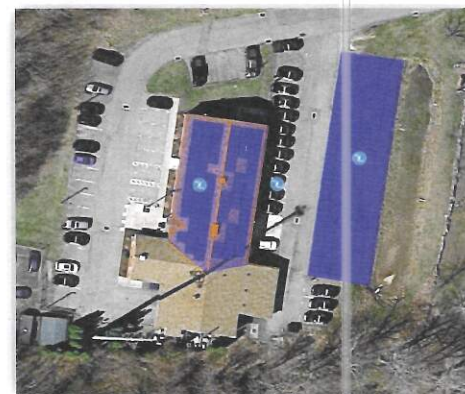


# Solar Photovoltaic (PV)

- **1.51MW** of on-site renewable energy generation at four (4) locations

Building	kWDC Planned
New Milford WPCA	292
New Milford Police Station	175
Sarah Noble Intermediate School	843
Hill & Plain Elementary School	200
Total	1,510

- Near **net-zero** electric consumption at the two (2) school locations
- Zero emissions renewable energy credits (ZRECs) secured with Eversource
  - Approximately **\$785,000** of incentive over the term of the project



# LED Lighting Conversion

- New LED Fixture Installations with integrated controls
  - High School and Sarah Noble
  - Built-in occupancy and dimming controls
  - Qualifies for higher incentive tier through Eversource
- LED tube retrofits of existing fixtures
  - Type C LED tubes with new, external drivers
  - Elimination of fluorescent ballasts
- Installation of new site lighting at Hill and Plain drop-off circle

Building Name	Location	Retrofit Fixtures
Board of Ed / Central Office / Lillis Admin	Interior	253
Hill & Plain Elementary	Interior	1,094
	Exterior	55
New Milford High	Interior	3,254
	Exterior	159
Northville Elementary	Interior	1,356
Pettibone Community Center	Interior	1,058
Probate Court and IT	Interior	93
Public Works Department	Interior	162
Richmond Senior Center	Interior	207
Sarah Noble Intermediate	Interior	2,030
	Exterior	115
Schaghticoke Middle	Interior	2,118
	Exterior	97
The Maxx	Interior	113
Town Hall Central Office	Interior	387
Water Pollution Control Authority	Interior	296
	Exterior	77
Total		12,924

# Building Management System (BMS) Improvements

## ▪ Town Buildings

- Installation of a new, open-source DDC controls platform and integration to a common head-end computer
  - Town Hall
  - Police Station
  - Senior Center
  - Probate Court & IT
  - WPCA
- Networked, programmable thermostats for enhanced temperature control
  - Lanesville Fire
  - Lynn Deming Park Bath House

## ▪ School Buildings

- Integration of new mechanical equipment into a new, open-source DDC controls platform.
  - Foundation of a longer-term conversion from the current proprietary system to a unified, district-wide, open-source platform
- Recommissioning at the High School
- Demand Response control sequences & renewed program participation

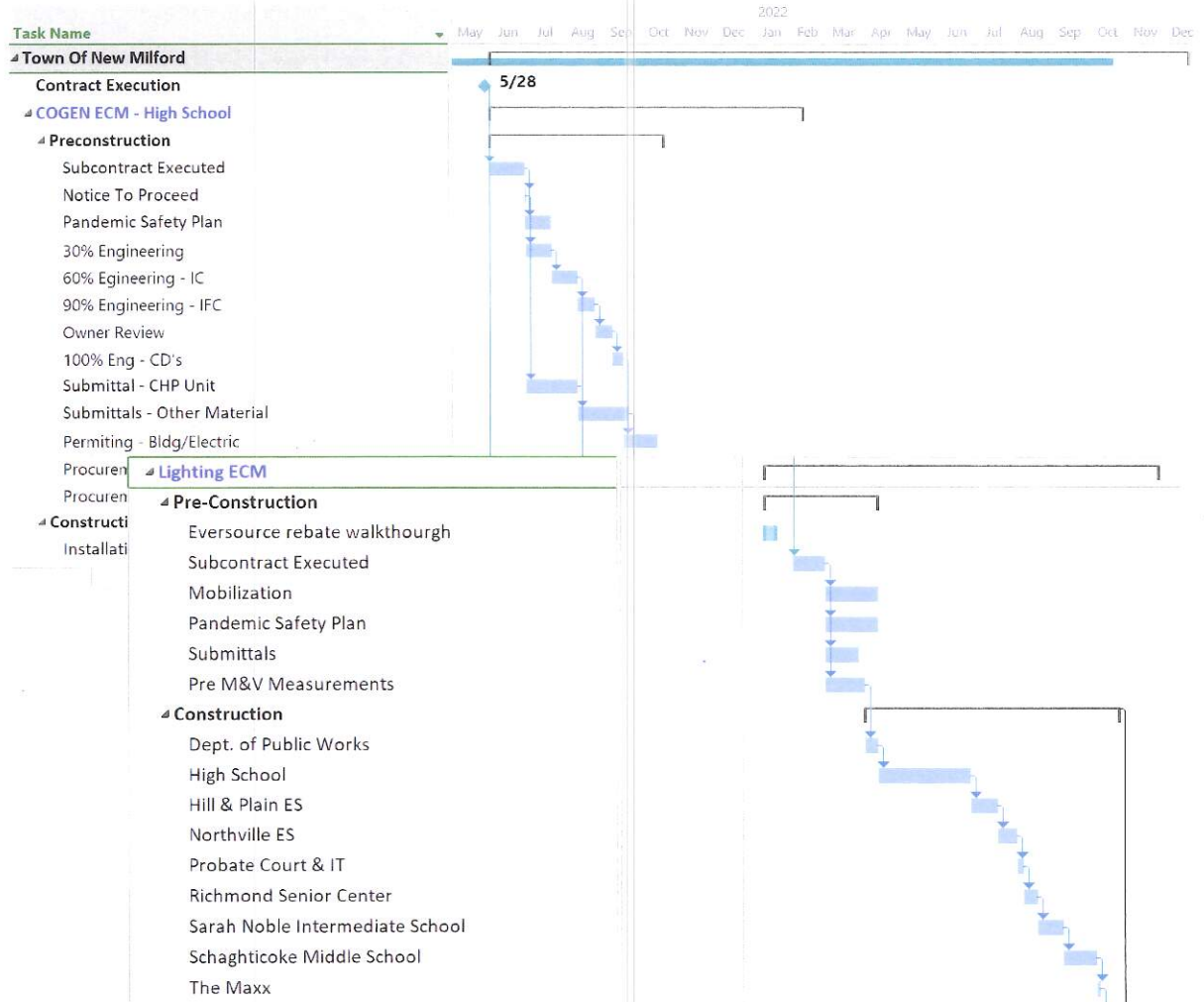
# Additional Measures

- Building envelope improvements
  - Sealing of 16,701 linear feet of envelope openings (“crackage”)
- Pipe, valve and fitting insulation
  - Insulation of 1,848 linear feet of bare pipe
- Transformer upgrades
  - Installation of 2,080kVA worth of low-loss electrical distribution equipment
- Water conservation
  - Replacement of 423 fixtures with low-flow versions
    - Toilets at the school buildings excluded due to operational concerns
- Plug load controllers
  - Installation of 443 individually scheduled plug load controllers

# Project Management

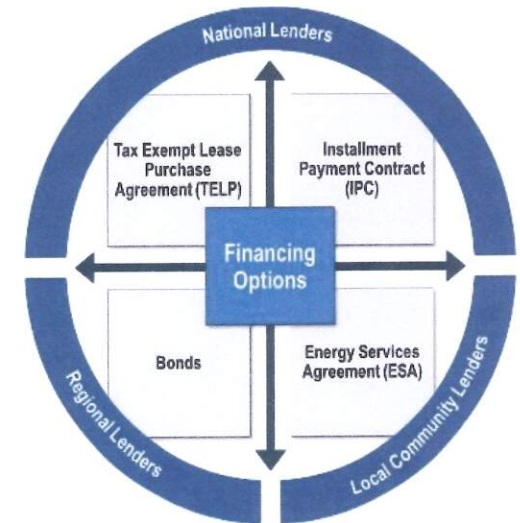
The value of our project delivery team is that we bring:

- Transparency & Singular Point of Contact
- Dedicated Project Manager
- Daily Communication and Coordination
- Vendor and Subcontractor Selection
- Overall Project Schedule
- Two Week Look Ahead
- Project Meetings
- Quality Control and Inspections
- Ensure Safety Protocols are followed
- Covid 19 cleanliness
- Training and Training Materials



# Financial Capabilities

- Provide overview of project financing options
  - Numerous letters of interest –2 in proposal
  - Tax exempt Lease Purchase (TELP)
  - Bonds
- Goal is to identify best & most cost-effective financing solutions
  - National Lenders
  - Regional Lenders
  - Local Community Lenders
- Perform a collaborative review of funding options
- Assist your Financial Advisor (as appropriate)
- Develop cash flow models
- Develop the RFP for financing



Financing Entity	Indicative Rate	Tax Exempt Lease Term
<b>Sterling Bank</b>	2.45%	20 Years
<b>Bank of America</b>	2.50%-2.60%	20 Years

# Financial Pro-forma

## Proposed project – ***Guaranteed and self-funding***

- \$15,038,900 project shown, *no capital outlay*
- \$1,879,152 in renewable energy credits & utility incentives
- \$17,685,731 in guaranteed energy savings
- 3 years of Measurement & Verification(M&V) included in our costs.
- Oversight/detailed review by NV5

# Benefits

- Project is funded from offset savings- funded entirely
- No need for bond/capital monies/low interest rates
- Multiple infrastructure improvements
- All work completed over 16-18 months
- Multiple outside funding sources – utility incentives, solar rec's, demand response savings equates to over \$1.8M+
- Energy savings are guaranteed



[energysystemsgroup.com](http://energysystemsgroup.com)

# NEW MILFORD PUBLIC SCHOOLS

## EXHIBIT A

Regular Meeting of the Board of Education  
New Milford, Connecticut

June 15, 2021

\*\*As of June 11, 2021

### ACTION ITEMS

#### A. Personnel

##### 1. CERTIFIED STAFF

###### a. RESIGNATIONS

1. **Mrs. Jessica Pelletier**, Spanish Teacher, New Milford High School effective June 30, 2021.
2. **Mrs. Dana Wheeler**, Elementary Teacher, Sarah Noble Intermediate School effective June 30, 2021.

Personal Reasons

Moving out of state

##### 2. CERTIFIED STAFF

###### b. NON-RENEWALS

1. None

##### 3. CERTIFIED STAFF

###### c. APPOINTMENTS

1. **\*\*Mr. Lawrence Badaracco**, Part-time (.50) Special Education Teacher, Litchfield Hills Transition Center effective August 20, 2021.  
2021-2022 Salary – \$68,757 (Step 9 Masters), pro-rated to .50
2. **\*\*Ms. Sarah Desroschiers**, Science Teacher, New Milford High School effective August 20, 2021.  
2021-2022 Salary – \$54,843 (Step 1 Masters)
3. **\*\*Mrs. Megan Dey**, Social Studies Teacher, New Milford High School effective August 20, 2021.  
2021-2022 Salary – \$58,370 (Step 4 Masters)

#### *Education History:*

BS: WCSU  
Major: History  
MA: CCSU  
Major: Special Education

#### *Work Experience:*

9 yrs. New Milford Public Schools

New budgeted

#### *Education History:*

BS: Muhlenberg College  
Major: Environmental Science & Technical Theatre  
MA: UConn  
Major: Curriculum & Instruction: Secondary Science

#### *Work Experience:*

Substitute Newtown Public Schools

Replacing: M. Heiss

#### *Education History:*

BA: New England College  
Major: Kinesiology  
MS: University of New Hampshire  
Major: Exercise Science  
M.Ed.: Keene State College  
Major: Curriculum & Instruction: Social Studies

#### *Work Experience:*

5 yrs. New Milford Public Schools

Replacing: T. Sokaitis

4. **\*\*Mrs. Stephanie Kubisek**, School Counselor, New Milford High School effective August 20, 2021.  
2021-2022 Salary – \$95,603 (Step 15 Masters +60)

*Education History:*

BA: ECSU  
Major: Sociology  
MA: Fairfield University  
Major: School Counseling  
6<sup>th</sup> Yr. Cert.: Quinnipiac University  
Major: Educational Leadership

*Work Experience:*

16.5 yrs. Litchfield Public Schools  
1.5 yrs. Brookfield Public Schools

Replacing: M. Savo

5. **\*\* Ms. Kaitlyn Pierce**, Math Teacher, New Milford High School effective August 20, 2021.  
2021-2022 Salary – \$54,843 (Step 1 Masters)

*Education History:*

BA: UConn  
Major: Math  
MA: UConn  
Major: Curriculum & Instruction:  
Secondary Math

*Work Experience:*

Substitute Fairfield Public Schools

Replacing: J. Ross

6. **\*\*Ms. Amber Schlemmer**, English Teacher, New Milford High School effective August 20, 2021.  
2021-2022 Salary – \$54,843 (Step 1 Masters)

*Education History:*

BA: ECSU  
Major: English  
MA: CCSU  
Major: Education, Secondary English

*Work Experience:*

Substitute Derby Public Schools

Replacing: M. Minto

7. **\*\*Ms. Gabrielle Shkreli**, English Teacher, New Milford High School effective August 20, 2021.  
2021-2022 Salary – \$54,843 (Step 1 Masters)

*Education History:*

BS: Providence College  
Major: Marketing  
MA: Sacred Heart University  
Major: Education

*Work Experience:*

Substitute Trumbull Public Schools

Replacing: A. Norem

4. **MISCELLANEOUS STAFF**

a. **RESIGNATIONS**

1. **None**

5. **MISCELLANEOUS STAFF**

b. **APPOINTMENTS**

1. **None**

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

**a. RESIGNATIONS**

- |   |                     |
|---|---------------------|
| <b>1. Mrs. Rebecca Allen</b> , EXCEL Paraeducator, Northville Elementary School effective August 10, 2021.      | Retirement          |
| <b>2. Mr. Joseph Carmignani</b> , Custodian, Schaghticoke Middle School effective September 1, 2021.            | Retirement          |
| <b>3. Ms. Patricia McLean</b> , General Food Service Worker, Hill and Plain effective May 29, 2021.             | Personal reasons    |
| <b>4. Mrs. Catherine Shimko</b> , Paraeducator, Sarah Noble Intermediate School effective June 2, 2021.         | Retirement          |
| <b>5. Ms. Elizabeth Murphy</b> , Secretary for Adult Education, New Milford High School effective June 3, 2021. | Personal Reasons    |
| <b>6. Mrs. Lisa Telesca</b> , General Food Service Worker, Schaghticoke Middle School effective June 19, 2021.  | Moving out of state |

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

**b. APPOINTMENTS**

- |   |  |
|---|--|
| <b>1. **Mr. Adam Simmons</b> , Computer Technician I, Hill and Plain School / Northville Elementary School effective start date to be determined. | \$22.67 per hour, Step 3, Class Tech<br>8 hours per day<br>School Year Secretary<br><br>Replacing: N. Scalzo |
|---|--|

**8. ADULT EDUCATION STAFF**

**a. RESIGNATIONS**

- 1. None**

**9. ADULT EDUCATION STAFF**

**b. APPOINTMENTS**

- 1. None**

**10. BAND STAFF**

**a. RESIGNATIONS**

- 1. None**

**11. BAND STAFF**

**b. APPOINTMENTS**

- 1. None**

**12. COACHING STAFF**

**a. RESIGNATIONS**

- |   |                  |
|---|------------------|
| <b>1. Mr. William Kersten,</b> Varsity Girls' Basketball Coach, New Milford High School effective May 19, 2021.             | Personal Reasons |
| <b>2. Mr. Roger Simmons,</b> Varsity Girls' Swimming and Diving Coach, New Milford High School effective December 10, 2020. | Personal Reasons |

**13. COACHING STAFF**

**b. APPOINTMENTS**

- 1. None**

**14. LEAVES OF ABSENCE**

- 1. None**



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	28,745,655	430,745	484,981	98.36%
100'S	SALARIES - NON CERTIFIED	9,375,760	0	9,375,760	8,153,907	383,740	838,114	91.06%
200'S	BENEFITS	11,074,320	-3,000	11,071,320	10,071,338	882,691	117,291	98.94%
300'S	PROFESSIONAL SERVICES	3,811,054	7,963	3,819,017	3,300,058	298,737	220,223	94.23%
400'S	PROPERTY SERVICES	917,680	-150	917,530	704,739	130,231	82,560	91.00%
500'S	OTHER SERVICES	7,918,036	-7,815	7,910,221	7,333,469	434,156	142,596	98.20%
600'S	SUPPLIES	2,604,719	381	2,605,100	1,931,373	497,519	176,209	93.24%
700'S	CAPITAL	10,627	0	10,627	5,785	14,140	(9,297)	187.49%
800'S	DUES AND FEES	91,305	2,621	93,926	70,053	389	23,484	75.00%
900'S	REVENUE	-1,000,107	0	-1,000,107	-1,014,976	0	14,869	101.49%
<b>GRAND TOTAL</b>		<b>64,464,776</b>	<b>0</b>	<b>64,464,776</b>	<b>59,301,399</b>	<b>3,072,346</b>	<b>2,091,030</b>	<b>96.76%</b>

## 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	284,430	39,000	193,460	62.57%
51201	SALARIES - NON CERT - PARA EDUCATORS	2,049,757	0	2,049,757	1,789,006	63,758	196,992	90.39%
51202	SALARIES - NON CERT - SUBSTITUTES	894,478	0	894,478	838,523	0	55,955	93.74%
51210	SALARIES - NON CERT - SECRETARY	1,871,103	0	1,871,103	1,723,786	48,662	98,655	94.73%
51225	SALARIES - NON CERT - TUTORS	275,695	0	275,695	168,430	0	107,265	61.09%
51240	SALARIES - NON CERT - CUSTODIAL	1,909,059	0	1,909,059	1,671,076	145,247	92,736	95.14%
51250	SALARIES - NON CERT - MAINTENANCE	920,442	0	920,442	787,540	52,239	80,663	91.24%
51285	SALARIES - NON CERT - TECHNOLOGY	471,446	0	471,446	437,726	21,333	12,387	97.37%
51336	SALARIES - NON CERT - NURSES	466,890	0	466,890	453,390	13,500	0	100.00%
<b>TOTAL</b>		<b>9,375,760</b>	<b>0</b>	<b>9,375,760</b>	<b>8,153,907</b>	<b>383,740</b>	<b>838,114</b>	<b>91.06%</b>

## BENEFIT BREAKOUT

OBJECT	ACCOUNT DESCRIPTION	ORIGINAL BUDGET	TRANSFERS	REVISED BUDGET	YTD ACTUAL	ENCUMBRANCES	BALANCE	% USED
52200	BENEFITS - FICA	610,906	-18,000	592,906	512,496	0	80,410	86.44%
52201	BENEFITS - MEDICARE	522,583	0	522,583	519,377	0	3,206	99.39%
52300	BENEFITS - PENSION	879,067	0	879,067	879,067	0	0	100.00%
52600	BENEFITS - UNEMPLOYMENT COMP	15,000	15,000	30,000	29,094	2,308	-1,402	104.67%
52810	BENEFITS - HEALTH INSURANCE	8,323,495	0	8,323,495	7,513,009	810,486	0	100.00%
52820	BENEFITS - DISABILITY INSURANCE	125,000	0	125,000	87,933	37,067	0	100.00%
52830	BENEFITS - LIFE INSURANCE	142,000	0	142,000	88,170	32,830	21,000	85.21%
52900	BENEFITS - OTHER EMPLOYEE BENEFITS	456,269	0	456,269	442,192	0	14,077	96.91%
<b>TOTAL</b>		<b>11,074,320</b>	<b>-3,000</b>	<b>11,071,320</b>	<b>10,071,338</b>	<b>882,691</b>	<b>117,291</b>	<b>98.94%</b>



## EXPENDITURES

OBJECT	ACCOUNT DESCRIPTION	ORIGINAL BUDGET	TRANSFERS	REVISED BUDGET	YTD ACTUAL	ENCUMBRANCES	BALANCE	% USED
51110	CERTIFIED SALARIES	29,661,381	0	29,661,381	28,745,655	430,745	484,981	98.36%
51200	NON-CERTIFIED SALARIES	9,375,760	0	9,375,760	8,153,907	383,740	838,114	91.06%
52000	BENEFITS	11,074,320	-3,000	11,071,320	10,071,338	882,691	117,291	98.94%
53010	LEGAL SERVICES	218,945	0	218,945	286,496	12,763	-80,313	136.68%
53050	CURRICULUM DEVELOPMENT	85,000	0	85,000	34,223	8,319	42,457	50.05%
53200	PROFESSIONAL SERVICES	2,070,915	5,563	2,076,478	1,811,177	177,273	88,028	95.76%
53201	MEDICAL SERVICES - SPORTS	30,500	0	30,500	22,821	0	7,679	74.82%
53210	TIME & ATTENDANCE SOFTWARE	11,500	0	11,500	5,982	0	5,518	52.01%
53220	IN SERVICE	117,175	-600	116,575	27,974	17,083	71,519	38.65%
53230	PUPIL SERVICES	597,574	0	597,574	498,116	70,638	28,819	95.18%
53300	OTHER PROF/ TECH SERVICES	58,470	0	58,470	33,584	4,086	20,800	64.43%
53310	AUDIT/ACCOUNTING	45,000	3,000	48,000	48,000	0	0	100.00%
53500	TECHNICAL SERVICES	248,490	0	248,490	245,535	2,156	799	99.68%
53530	SECURITY SERVICES	214,385	0	214,385	199,988	6,419	7,979	96.28%
53540	SPORTS OFFICIALS SERVICES	113,100	0	113,100	86,163	0	26,937	76.18%
54101	CONTRACTUAL TRASH PICK UP	94,853	0	94,853	65,661	13,179	16,013	83.12%
54301	REPAIRS & MAINTENANCE	468,423	0	468,423	383,178	57,898	27,347	94.16%
54302	FIRE / SECURITY MAINTENANCE	2,500	0	2,500	1,129	0	1,371	45.17%
54303	GROUNDS MAINTENANCE	13,000	0	13,000	6,884	393	5,723	55.98%
54310	GENERAL REPAIRS	44,440	-150	44,290	22,431	5,843	16,016	63.84%
54320	TECHNOLOGY RELATED REPAIRS	32,847	0	32,847	14,006	2,751	16,090	51.02%
54411	WATER	68,195	0	68,195	37,228	30,967	0	100.00%
54412	SEWER	15,559	0	15,559	15,559	0	0	100.00%
54420	LEASE/RENTAL EQUIP/VEH	177,863	0	177,863	158,663	19,200	0	100.00%
55100	PUPIL TRANSPORTATION - OTHER	88,250	0	88,250	59,127	16,048	13,076	85.18%
55101	PUPIL TRANS - FIELD TRIP	25,450	-7,815	17,635	0	0	17,635	0.00%
55110	STUDENT TRANSPORTATION	4,693,947	-177,137	4,516,810	4,468,719	48,091	0	100.00%
55190	STUDENT TRANSPORTATION PURCHAS	750	0	750	435	0	315	57.95%
55200	GENERAL INSURANCE	287,493	0	287,493	287,493	0	0	100.00%
55300	COMMUNICATIONS	50,240	0	50,240	47,609	2,631	0	100.00%
55301	POSTAGE	33,255	0	33,255	14,820	18,435	0	100.00%
55302	TELEPHONE	78,498	0	78,498	77,398	1,100	0	100.00%

*EXPENDITURES*

OBJECT	ACCOUNT DESCRIPTION	ORIGINAL BUDGET	TRANSFERS	REVISED BUDGET	YTD ACTUAL	ENCUMBRANCES	BALANCE	% USED
55400	ADVERTISING	6,000	0	6,000	3,236	0	2,764	53.93%
55505	PRINTING	52,129	0	52,129	15,514	3,303	33,312	36.10%
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	734,435	79,914	9,596	98.84%
55630	TUITION - PRIVATE PLACEMENTS	1,727,602	143,465	1,871,067	1,609,484	261,583	0	100.00%
55800	TRAVEL	49,149	0	49,149	9,298	3,053	36,798	25.13%
56100	GENERAL INSTRUCTIONAL SUPPLIES	167,326	0	167,326	99,004	18,165	50,157	70.02%
56110	INSTRUCTIONAL SUPPLIES	405,132	-297	404,835	310,813	33,784	60,238	85.12%
56120	ADMIN SUPPLIES	29,788	0	29,788	19,964	1,308	8,516	71.41%
56210	NATURAL GAS	188,000	0	188,000	188,000	0	0	100.00%
56220	ELECTRICITY	974,971	0	974,971	650,558	322,121	2,292	99.76%
56230	PROPANE	3,870	0	3,870	1,817	2,053	0	100.00%
56240	OIL	207,901	0	207,901	199,252	0	8,649	95.84%
56260	GASOLINE	27,186	0	27,186	11,014	16,172	0	100.00%
56290	FACILITIES SUPPLIES	311,190	0	311,190	196,859	88,932	25,399	91.84%
56291	MAINTENANCE COMPONENTS	15,650	0	15,650	10,237	3,259	2,154	86.23%
56292	UNIFORMS/ CONTRACTUAL	13,000	0	13,000	12,611	203	186	98.57%
56293	GROUNDKEEPING SUPPLIES	23,060	0	23,060	22,200	180	680	97.05%
56410	TEXTBOOKS	57,036	4,810	61,846	53,986	3,473	4,387	92.91%
56411	CONSUMABLE TEXTS	102,146	0	102,146	102,147	0	0	100.00%
56420	LIBRARY BOOKS	31,000	0	31,000	24,597	4,344	2,059	93.36%
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	19,179	3,525	5,801	79.65%
57345	INSTRUCTIONAL EQUIPMENT	4,500	0	4,500	3,150	645	705	84.33%
57400	GENERAL EQUIPMENT	6,127	0	6,127	0	799	5,328	13.04%
57500	FURNITURE & FIXTURES	0	0	0	2,635	12,695	-15,330	N/A
58100	DUES & FEES	91,305	2,621	93,926	70,053	389	23,484	75.00%
<b>EXPENDITURE TOTAL</b>		<b>65,464,883</b>	<b>0</b>	<b>65,464,883</b>	<b>60,316,375</b>	<b>3,072,346</b>	<b>2,076,161</b>	<b>96.83%</b>



## REVENUES

OBJECT	ACCOUNT DESCRIPTION	ORIGINAL BUDGET	TRANSFERS	REVISED BUDGET	YTD ACTUAL	ENCUMBRANCES	BALANCE	% USED
43103	EXCESS COSTS	-625,225	0	-625,225	-910,770	0	285,545	145.67%
43105	MEDICAID REIMBURSEMENT	-60,507	0	-60,507	-33,265	0	-27,242	54.98%
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	-11,535	0	-43,465	20.97%
49102	BUILDING USE FEES (CUSTODIAL)	-27,951	0	-27,951	-8,406	0	-19,545	30.08%
44800	REGULAR ED TUITION	-114,400	0	-114,400	-36,000	0	-78,400	31.47%
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%
<b>REVENUE TOTAL</b>		<b>-1,000,107</b>	<b>0</b>	<b>-1,000,107</b>	<b>-1,014,976</b>	<b>0</b>	<b>14,869</b>	<b>101.49%</b>

<b>GRAND TOTAL</b>	<b>64,464,776</b>	<b>0</b>	<b>64,464,776</b>	<b>59,301,399</b>	<b>3,072,346</b>	<b>2,091,030</b>	<b>96.76%</b>
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<u>BOE Capital Reserve Acct #43020000-10101</u>	
Total as of 5/31/21	550,869

<u>Turf Field Replacement Acct #43020000-10130</u>	
CONTRIBUTION - <u>FROM BOE 17.18 FYE BALANCE</u>	50,000
CONTRIBUTION - <u>FROM BOE 18.19 FYE BALANCE</u>	50,000
CONTRIBUTION - <u>FROM BOE COLLECTED TEAM FEE'S &amp; BANNER SALES</u>	10,225
CONTRIBUTION - <u>FROM TOWN DATED 6/4/20</u>	50,000
Total as of 5/31/21	160,225



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
<b>TOWN FUNDS</b>	<b>DISTRICT</b>	<b>STANBURY UNIFORMS LLC</b>	<b>BAND UNIFORMS</b>	<b>\$ 72,127.50</b>	<b>56292</b>
GENERAL	SPED	NAME WITHHELD	PAYMENT FOR SETTLEMENT AGREEMENT	\$ 69,600.00	55630
GENERAL	NMHS	JTR TRANSPORTATION	TRANSPORT TO ATHLETIC GAMES	\$ 22,000.00	55100
GENERAL	SPED	CHANGE ACADEMY (CALO)	SPED ODP TUITION - APRIL 2021 - 1 STUDENT	\$ 17,605.08	55630
GENERAL	DISTRICT	TEPPER AND FLYNN	HR DIRECTOR SUPPORT - APRIL & MAY 2021	\$ 11,000.00	53200
GENERAL	DISTRICT	TEPPER AND FLYNN	CONSULTING SERVICES/ADMIN. SUPERVISION - MAY 2021	\$ 10,800.00	53200
GENERAL	SPED	PATRICIA BRADBURY	BCBA SERVICES FOR REMAINDER OF 20/21 - OPERATING FUND PIECE	\$ 9,700.00	53230
GENERAL	FACILITIES	HULL ALARMS	SMS SMOKE DETECTOR HOUSING/TUBES/HEADS/SWITCHES/RELAYS	\$ 9,033.46	56290
GENERAL	SMS	THE GRAPHIC EDGE INC	ATHLETIC EQUIPMENT FOR MIDDLE SCHOOL SPORTS PROGRAM	\$ 5,366.44	56100

**\*FUNDS PROVIDED BY TOWN, PO ENTERED & ORDER PLACED BY BOE.**



BUDGET TRANSFER REQUESTS

AGENDA ITEM 3I-3  
JUNE 2021 MEETING

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

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

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

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June 9, 2021

Ms. Alisha DiCorpo  
Superintendent  
50 East Street  
New Milford, CT 06776

Dear Ms. DiCorpo:

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

**Schaghticoke Middle School:**

\$2,068.00 to cover part of ticket cost of the 8<sup>th</sup> grade field trip to Lake Compounce.

**Sarah Noble Intermediate School:**

\$1,461.30 for special t-shirts for the 4th grade virtual zoo field trip.

\$2,430.00 for gift cards for Tasty Waves for the entire 5th grade as part of the send-off celebration.

**Hill & Plain School:**

\$1,000.00 Taco Truck for teacher and staff appreciation day luncheon.

**\$6,959.30 Grand Total**

Sincerely,  
Mandi MacDonald  
NMPTO President



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

**Bid Award 3C-1**  
**Operations Sub-Committee: 6/8/21**

**TO: Alisha DiCorpo, Superintendent**  
**FROM: Anthony J. Giovannone, Director of Fiscal Services and Operations**  
**Date: June 4, 2021**  
**RE: Bid Award – NMHS Electronic Sign**

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The bid packet for **NMHS Electronic Sign** was posted on our website and also ran as a legal notice in the newspaper with a bid close of Monday May 26, 2021.

On that date, three (3) vendors submitted bids for this project:

- Bidder #1 – ABC SIGN CORP. \$48,140.00
- Bidder #2 – EVERSAN INC. \$83,275.00
- Bidder #3 – HERKIMER INDUSTRIES \$45,829.00

We are recommending to the Board that they award this bid to Herkimer Industries based on the prices received. Herkimer worked together with Fiberdine to provide the specs for this project that were presented to the board back in April of 2021. This bid was done as per policy to seek other any other willing participants that could do the work as Herkimer was not on the State contract to perform the work in Connecticut without having to go out to bid.

It is important to note that due to the supply shortage on some of the materials, this project will not be completed before June 30th. This is not a limitation specifically with Herkimer Industries who we have recommend award to. All vendors that submitted pricing informed us of this limitation as well. With that in mind I would recommend that the board fund this project from the Capital Reserve Account as that is a multi year fund.

Myself and Mr. Aparicio will be able to respond to any questions regarding this project at the Operations Subcommittee meeting for June.

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

## FOR APPROVAL

*COMMENTARY: It appears that this administrative regulation is not directly related to any specific Board policy. This is fairly unusual and the Board should consider elevating the substance of this regulation into a policy with the suggested amendments shown below, particularly in light of Board policy # 2231 which explicitly provides that “(a)administrative regulations provide detailed instructions for the implementation of Board policies.”*

*The following changes are recommended assuming the Board does wish to elevate the regulation into a Board policy. These changes closely follow Connecticut State Enforcement Elections Commission guidance on referendum advocacy. As with much of the rest of the 3000 series, a policy is not mandated on this topic, but it may be worth adding to make the district’s legal obligations clear to the administration and the general public.*

**3152(a)**

### **Business/Non-Instructional Operations**

#### **Spending Public Funds for Advocacy**

The Board of Education recognizes that the District may not expend public funds to influence any person to vote for or against a referendum. The administration is directed to avoid violating this prohibition which applies to in-kind expenditures as well as direct expenditures of money.

Prohibited activities may include but are not limited to the dissemination of printed materials, the preparation of video and website presentations, or the use of school facilities, supplies, equipment, or postal permits to advocate for a position on a referendum. Parent teacher organizations and administrators may not use school equipment to prepare or copy advocacy material even if the school district is reimbursed for such use. Individuals violating this prohibition may be held personally liable in accordance with law.

Notwithstanding this prohibition, the Board further recognizes that school officials and Board members retain their First Amendment rights to express their position on the proposed school budget or other referendum questions. The prohibition contained in this policy only pertains to the expenditure of public funds. It is further recognized that individuals, individually or collectively, can spend private funds to advocate for a referendum result, as they see fit, as permitted by law.

#### **Spending Public Funds to Inform Citizens Regarding Referenda**

A referendum is pending under the law when the necessary legal conditions have been satisfied to require the publication of the warning (notice) of the referendum.

## Business/Non-Instructional Operations

### Spending Public Funds for Advocacy

Section 9-369b, **of the** Connecticut General Statutes is the exclusive method by which a municipality may expend public funds for printing and distribution of information concerning a referendum question. It sets forth, among other things, the following conditions for such expenditure:

- a. A vote of the municipality's legislative body is needed to authorize the "explanatory text;"
- b. The preparation of the text must be made by the municipal clerk and approved by the municipal attorney;
- c. The text shall specify the intent and purpose of each referendum or question; and
- d. Such text shall not advocate either the approval or the disapproval of the referendum proposal or question.

Materials in addition to the explanatory text may be prepared and printed with public funds as long as they (1) do not advocate either approval or disapproval of the referendum; (2) are authorized by a vote of the local legislative body; and (3) are approved by the municipal attorney.

#### **When a referendum is pending:-**

The school district may not expend public funds to influence any person to vote for or against the referendum. One exception to this rule is that a school official may express his/her views on the referendum at a bona fide news conference and may use public funds to prepare a press release to be disseminated at the conference.

Students may not be used as couriers of information that advocates a position on a referendum. A notice limited to the time, place and question to be voted upon may be sent home to parents via student in school.

No person may use or authorize the use of funds to send an unsolicited communication to a group of residents regarding a referendum via electronic mail, text, telephone or other electronic or automated means for the purpose of reminding or encouraging such residents to vote in a referendum, provided such prohibition shall not apply to a regularly published newsletter or similar publication.

**School facilities may not be used by political committees or other groups for the purpose of advocating a position on a referendum unless such facilities are accessible to all such committees or groups on a non-discriminatory basis. Any charges assessed for the use of school facilities must be assessed evenly to all political committees or groups seeking the use of a school facility.**

## Business/Non-Instructional Operations

### Spending Public Funds for Advocacy

~~The prohibition on state and municipal funds applies to the use of school facilities, supplies, equipment, and postal permits to advocate for a position on a referendum. Parent teacher organizations and administrators may not use school equipment to prepare or copy advocacy material even if the school district is reimbursed for such use.~~

Legal Reference: Connecticut General Statutes

9-369b. Explanatory text related to lead question. Expenditures of state and municipal funds to influence vote prohibited. Exception. Civil penalty.

#### **Connecticut State Elections Enforcement Commission**

#### **May 2008 Guidance Regarding Prohibition on Expenditure of Public Funds Relating to Referenda**

Regulation approved: June 11, 2002  
Regulation revised: June 10, 2008  
Regulation revised: March 8, 2011  
Regulation revised: February 25, 2014

NEW MILFORD PUBLIC SCHOOLS  
New Milford, Connecticut

## FOR APPROVAL

*COMMENTARY: This policy is not mandated by law but virtually all districts have a purchasing policy (or policies) and administrative regulations that set out protocols for the district's procurement of goods and services.*

*Legal recommends raising the dollar thresholds highlighted below. These are recommendations and can be raised or lowered as the Board sees fit. The Board will need to decide how much each of these should be raised. The below language changes streamline the RFP process and create a clear procedure for emergency purchasing.*

*Additional revisions suggested at May 4, 2021 Policy meeting.*

**3300(a)**

### **Business/Non-Instructional Operations**

#### **Purchasing**

The purchasing of goods and services for the New Milford Public Schools shall be conducted in keeping with the following requirements:

1. As used in this section, "purchasing authority" shall mean the Superintendent of Schools, or his/her designee.
2. Whenever any officer or employee of the Board of Education is authorized to make purchases in the name of the Board or the school system of any equipment, materials, services or property which is expected to exceed the sum of ~~fifteen thousand dollars (\$15,000)~~ **fifty thousand dollars (\$50,000)** ~~twenty-five thousand dollars (\$25,000)~~, such officer or employee shall submit the particulars and specifications of such purchase in writing to the purchasing authority for the purpose of inviting competitive bids. The purchasing authority shall solicit competitive bids for the item(s) to be purchased. ~~by publication in a newspaper having general circulation in the Town of New Milford, by invitations to known vendors or by posting electronically. Bids shall be advertised in the area newspaper for at least one day.~~ Suppliers ~~shall~~ **may** be invited to have their names placed on mailing lists to receive invitations to bid. When specifications are prepared, they will be mailed **or emailed** to all merchants and firms who have indicated an interest in bidding on the items or services being bid. All invitations to bid shall include detailed particulars and specifications or shall indicate where such particulars and specifications may be obtained; shall specify the time and place where the bids shall be filed and the time and place where the bids will be opened. If the item(s) to be purchased had been bid upon by any department or agency of the State of Connecticut and such bid price is also applicable to the town, the state bid price shall be considered a valid bid and shall properly be posted at the public opening. All bids must be **sealed or otherwise** submitted in **a confidential manner**. ~~sealed envelopes, addressed to the appropriate school and plainly marked with the name of the bids and the time of the opening.~~ Bids shall be opened at the time specified and all bidders and other interested persons may be invited to be present. The purchasing authority shall evaluate all bids received and, within a reasonable time after the opening of the bids, shall recommend the awarding of the bid to a particular vendor or provider to the Board of Education or shall reject such bids in accordance with the provisions of subsection five.

## Business/Non-Instructional Operations

### Purchasing

3. Responsibility for approving award of all bids shall rest with the Board of Education.
4. Subject to the bankruptcy laws of the United States and any other state or federal law or court order, any bidder which is found by the purchasing authority to be delinquent in the payment of taxes and/or sewer use charge due the Town of New Milford, for either personal or real property, shall not be deemed a qualified bidder unless such bidder first submits a plan acceptable to the Tax Collector to cure such tax delinquency. Such a plan may include a schedule of payments sufficient to make such bidder current in the payment of taxes within a time period deemed acceptable to the Tax Collector.
5. The Board of Education reserves the right to reject any or all bids and to accept that bid which appears to be in the best interest of the school district. The school district reserves the right to waive any informalities in, or reject, any or all bids or any part of any bid and to negotiate with any successful bidder to the extent allowed by law. Any bid received after the time and date specified shall not be considered. If the purchasing authority determines that the bids submitted are inadequate in number in relation to the scope or character of the subject matter of the bid, that the bids submitted are excessive in price, or that any, or all of the bids submitted are unacceptable for any other good and substantial reason, the purchasing authority, in its discretion, may reject such bid or bids within a reasonable time after the opening of bids. Whenever the purchasing authority rejects any bid or bids, or whenever it decides to recommend award of a purchase to other than the lowest qualified bidder, s/he shall state the reasons for such action in a written report to the Board of Education.
6. All bids and awards shall be kept on file by said purchasing authority for five (5) years thereafter, or longer to the extent required by any state or federal record retention laws, and shall be available for public inspection during business hours.
7. Whenever any officer or employee of the Board of Education is authorized to make purchases in the name of the Board or the school system of any equipment, materials, services or property the cost of which is expected to be greater than ~~five thousand dollars (\$5,000) but less than fifteen thousand dollars (\$15,000)~~ **twenty-five thousand dollars (\$25,000) fifteen thousand dollars (\$15,000) but less than fifty thousand dollars (\$50,000)** ~~twenty-five thousand dollars (\$25,000)~~, such officer or employee shall obtain a minimum of three (3) quotations from various providers or vendors. The quotations or evidence of the lack of providers or vendors shall be listed in a written attachment to the purchase order or contract, pertaining to said goods or services prior to its being submitted to the Superintendent and the Board of Education for approval. Whenever the officer or employee recommends the purchase of such goods or services from other than the provider quoting the lowest price, the reasons for such recommendation shall be set forth in writing along with the list of quotations. The district shall annually post a notification to potential vendors/providers on its website of the types of items or services for which the district anticipates seeking quotations.

## Business/Non-Instructional Operations

### Purchasing

The notification shall inform vendors/providers that they may submit a letter of interest to be kept on file for at least one year for the district to consider when seeking quotations.

8. When, in an emergency, sufficient time shall be unavailable for the solicitation of competitive bids for a particular purchase, the Superintendent may ~~authorize such purchase without~~ **elect to waive the competitive bidding requirements set forth in this policy**. All ~~such urgent transactions~~ **competitive bid waivers** shall be reported to the Board of Education within one month of their occurrence.
9. All purchases in excess of ~~\$5,000~~ **twenty-five thousand dollars (\$25,000)** ~~fifteen thousand dollars (\$15,000)~~ shall be made only upon prior approval of the Board of Education. **This requirement shall apply for all purchases regardless of whether competitive bidding requirements have been waived by the Superintendent in accordance with the preceding section.** ~~When the Superintendent believes that the purchase of goods or services in excess of \$2,500 which are not provided for in the annual capital budget would be in the best interests of the district, s/he shall request Board approval for such purchase.~~
10. **The Superintendent or his or her designee shall be authorized to make all purchases below** ~~twenty-five thousand dollars (\$25,000)~~ **fifteen thousand dollars (\$15,000) in value without prior approval of the Board of Education. Purchases valued at** ~~five thousand dollars (\$5,000)~~ **fifteen thousand dollars (\$15,000) or less may be made in the ordinary course of District operations without the need for prior Board approval or post-purchase reporting to the Board so long as such purchase is made for goods or services specified in an identified line-item in the District's adopted budget for the fiscal year. Purchases valued in excess of ~~five thousand dollars (\$5,000)~~ ~~fifteen thousand dollars (\$15,000) in value but less than~~ ~~twenty-five thousand dollars (\$25,000) in value~~ **may be made in emergency situations by the Superintendent or his or her designee without the need for prior Board approval but must be reported to the Board by the Superintendent at the Board's next scheduled meeting.****
11. Notwithstanding all other sections contained herein, the purchasing authority may elect to procure in the name of the Board of Education or the New Milford Public Schools and equipment, materials, services or property via the State of Connecticut – Department of Administrative Services (DAS) purchase contracts (RFP's), where advantageous, in lieu of conducting a formal bid.

Notwithstanding any provision of this policy, the Board of Education reserves the right to waive the requirement of competitive bidding when it concludes that such a waiver would be in the best interests of the district. Further, this policy shall not apply to the purchase or acquisition of textbooks and other educational literature or items of a unique nature.

## **Business/Non-Instructional Operations**

### **Purchasing**

(cf. 3312 – Standardization of Supplies and Equipment)

Policy adopted: June 11, 2002  
Policy revised: June 10, 2003  
Policy revised: June 10, 2008  
Policy revised: March 8, 2011  
Policy revised: May 13, 2014

NEW MILFORD PUBLIC SCHOOLS  
New Milford, Connecticut



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

**MAY 2021**  
**POLICY SUB-COMMITTEE**  
**3A-2**

**TO: Ms. Alisha DiCorpo, Superintendent**  
**FROM: Anthony J. Giovannone, Director of Fiscal Services and Operations**  
**Date: April 28, 2021**  
**RE: Purchase Resolution related to Purchasing Policy 3300**

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With regards to the Purchase Resolution from the month of July 2020 through March 2021, 283 individual items were approved of which 55 were over \$50,000. If we factor out those 55 for purpose of analyzing those under \$50,000 only, the new subset total is 228 (283-55). Those 228 items are listed on the following pages, shaded in incremental bands of \$5,000 with the following distribution:

103 of the 228 are between \$5,000 and \$9,999 – 45%  
47 of the 228 are between \$10,000 and \$14,999 – 21%  
25 of the 228 are between \$15,000 and \$19,999 – 11%  
15 of the 228 are between \$20,000 and \$24,999 – 7%  
5 of the 228 are between \$25,000 and \$29,999 – 2%  
8 of the 228 are between \$30,000 and \$34,999 – 4%  
10 of the 228 are between \$35,000 and \$39,999 – 4%  
4 of the 228 are between \$40,000 and \$44,999 – 2%  
11 of the 228 are between \$45,000 and \$50,000 – 5%

During this fiscal year so far, there have been two items that had to be navigated via a special meeting as they were time sensitive and current policy would not permit the Administration to move ahead:

- Audio / Video recording services for BOE meetings
- Consulting services related to hiring a Interim Technology Director

There were also two additional items that may have risen to the same status but we were lucky enough that these two failures occurred within an allowable time frame of a forthcoming BOE meeting:

- SNIS water leak
- NMHS variable frequency driver failure on HVAC

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

ID#	Funding	Location	Vendor Name	Description	Amount
1	COVID EXP	FACILITIES	ENHANCE A COLOUR CORP	STUDENT & STAFF DIVIDERS	\$ 50,000.00
2	GENERAL	FACILITIES	SIEMENS INDUSTRY INC	20/21 YEARLY - BUILDING AUTOMATION SERVICE & REPAIRS	\$ 50,000.00
3	GENERAL	DISTRICT	PEARSON EDUCATION	20/21 YEARLY - INVESTIGATIONS, STUDENT EDITION	\$ 49,916.71
4	GENERAL	TECHNOLOGY	REDIKER SOFTWARE	20/21 YEARLY - ADMINPLUS SUBSCRIPTION	\$ 48,510.00
5	GENERAL	HPS	NORBERT E MITCHELL CO	20/21 YEARLY - OIL FOR LOCATION	\$ 47,440.00
6	COVID EXP	FAC	WESCO	SMS - STUDENT DESK SHIELDS (1296) - WITH SUPPORT CLIPS	\$ 47,304.00
7	GENERAL	DISTRICT	MURPHY ROAD HOLDINGS, INC	20/21 YEARLY - TRASH AND RECYCLING PICKUPS FOR DISTRICT	\$ 47,217.84
8	GENERAL	SPED	TRANSITION SERV. OF FAIRFIELD COUNTY	20/21 YEARLY - TUITION	\$ 47,200.00
9	GRANT - TITLE I & II	DOI	READING WRITING PROJECT NETWORK, LLC	PD & COACHING FOR K-5 T.C. READING/WRITING UNITS	\$ 46,000.00
10	COVID EXP	FAC	WESCO	NMHS - STUDENT PORTABLE SHIELDS (1300)	\$ 45,500.00
11	GENERAL	DISTRICT	TOWN OF NEW MILFORD	AUDITOR FEE FOR 20/21 (BOE PORTION)	\$ 45,000.00
12	GENERAL	SPED	NORTH BRANFORD BOARD OF ED.	20/21 YEARLY - TUITION (2 STUDENTS)	\$ 43,632.40
13	GENERAL	SPED	EASTCONN	20/21 YEARLY - TUITION FOR 1 STUDENT WITH ADDITIONAL SERVICES	\$ 41,503.32
14	GENERAL	DISTRICT	LEARNING A-Z	20/21 YEARLY - DISTRICT LICENSES	\$ 40,293.73
15	GENERAL	DISTRICT	REVISION LEARNING	ADMIN EVALS FOR 20/21	\$ 40,000.00
16	COVID EXP	SPED	THE NURSE NETWORK	20/21 YEARLY - ON SITE NURSE AT NMHS FOR ADULT EDUCATION PROGRAM	\$ 39,000.00
17	GENERAL	SPED	EAGLE HILL FOUNDATION, INC	20/21 YEARLY - TUITION	\$ 38,110.00
18	5YR CAPITAL	FACILITIES	SIEMENS INDUSTRY INC	LABOR TO INSTALL ALARM PANEL SWITCHES, MODULES & RELAYS	\$ 38,000.00
19	GENERAL	DISTRICT	DANBURY PUBLIC SCHOOLS ADMIN. CTR	20/21 YEARLY - MAGNET SCHOOL TUITION	\$ 37,800.00
20	GENERAL	SPED	PATRICIA BRADBURY	20/21 YEARLY - BCBA SERVICES (GENERAL FUND PIECE)	\$ 37,200.00
21	GENERAL	DISTRICT	NWEA	DISTRICT MAP TESTING	\$ 36,823.00
22	GENERAL	NES	NORBERT E MITCHELL CO	20/21 YEARLY - OIL FOR LOCATION	\$ 35,599.00
23	GENERAL	DISTRICT	LEN TOMASELLO	20/21 YEARLY - PER DOI PROGRAMS @ SMS, SNIS, NES AND HPS	\$ 35,000.00
24	GENERAL	DOI	LEN TOMASELLO	20/21 YEARLY - PER DOI FOR PROGRAMS @ SMS, SNIS, NES AND HPS	\$ 35,000.00
25	GENERAL	SPED	VILLA MARIA EDUCATION CENTER	20/21 YEARLY - TUITION	\$ 35,000.00
26	GENERAL	TECHNOLOGY	SEVERIN INTERMEDIATE HOLDINGS	20/21 YEARLY - POWERSCHOOL SIS SUBSCRIPTION	\$ 34,850.00
27	GENERAL	SPED	AMERICAN SCHOOL FOR THE DEAF	20/21 YEARLY - TUITION	\$ 34,736.00
28	COVID EXP	TECH	OMNI DATA	WIRELESS ACCESS POINTS (65)	\$ 34,368.10
29	GENERAL	DISTRICT	REGIONAL SCHOOL DISTRICT 14	20/21 YEARLY - VOAG. TUITION 5 STUDENTS - 0 RECEIVING ADDITIONAL SERVICES	\$ 34,115.00
30	GENERAL	DISTRICT	TOWN OF NEW MILFORD	20/21 YEARLY - POSTAGE FOR DISTRICT	\$ 32,731.00
31	GENERAL	FACILITIES	APPLE HILL ENTERPRISES, LLC	20/21 YEARLY - DOOR HARDWARE AND LOCKSMITH SERVICES	\$ 32,000.00
32	GENERAL	DISTRICT	RICOH USA	20/21 YEARLY - SERVICE CONTRACT AND OVERAGES ALLOWANCE	\$ 32,000.00
33	GENERAL	TECHNOLOGY	SHI INTERNATIONAL	MICROSOFT OFFICE AND WINDOWS SOFTWARE AND LICENSES	\$ 31,804.20
34	GRANT- TITLE I	DISTRICT	CDW GOVERNMENT INC	CHROMEBOOKS WITH LICENSES (143)	\$ 28,171.00
35	GENERAL	DISTRICT	FRONTLINE TECHNOLOGIES GROUP	20/21 YEARLY - TIME/ATTENDANCE AND APPLITRACK LICENSE FEE	\$ 27,651.69
36	COVID EXP	TECHNOLOGY	OMNI DATA LLC	ARUBA WIRELESS ACCESS POINTS (40)	\$ 27,600.00
37	COVID EXP	FACILITIES	ENHANCE A COLOUR CORP	CAFETERIA SHIELDS & SMS CLASSROOM TABLE SHIELDS	\$ 27,565.00
38	GENERAL	C.O.	NORBERT E MITCHELL CO	20/21 YEARLY - OIL FOR LOCATION	\$ 26,250.00
39	5YR CAPITAL	FACILITIES	KONE INC	ELEVATOR HYDRAULIC CYLINDER REPLACEMENT @ SNIS (2ND PAYMENT)	\$ 24,428.18
40	COVID EXP	FACILITIES	RUSTAM GALYANUROV	ADDITIONAL AIR FILTRATION UNITS (2 LARGE & 5 SMALL)	\$ 24,300.00

ID#	Funding	Location	Vendor Name	Description	Amount
41	GENERAL	SPED	(NAME WITHHELD)	MEDIATION AGREEMENT	\$ 24,000.00
42	GENERAL	NES	PEARSON EDUCATION	MATH WORKBOOKS	\$ 23,972.70
43	GENERAL	NMHS	CONN-SELMER INC	20/21 YEARLY - LEASE OF MUSIC INSTRUMENTS	\$ 23,362.25
44	COVID EXP	TECHNOLOGY	CDW GOVERNMENT INC	335 WEBCAMS	\$ 23,115.00
45	GENERAL	FACILITIES	HOME DEPOT	20/21 YEARLY - FACILITIES SUPPLIES	\$ 23,000.00
46	GENERAL	DISTRICT	RICOH USA	20/21 YEARLY - LEASE OF 22 COPIERS	\$ 23,000.00
47	GENERAL	DISTRICT	TELESERV	20/21 YEARLY - ANNUAL MATENANCE COVERAGE FOR PHONE SYSTEM	\$ 22,890.00
48	GENERAL	NMHS	COLLEGE ENTRANCE EXAMINATION BOARD	AP EXAMINATION FEE'S	\$ 22,750.00
49	GENERAL	NMHS	MCGRAW-HILL EDUCATION, INC	U.S. HISTORY BOOKS	\$ 22,677.06
50	COVID EXP	FACILITIES	RUSTAM GALYANUROV	BAIKAL AIR FILTRATION UNITS - LARGE (2) AND SMALL (5)	\$ 22,300.00
51	GENERAL	DISTRICT	TOWN OF NEW MILFORD	20/21 YEARLY - GASOLINE FUEL	\$ 21,596.00
52	GENERAL	C.O.	CONNECTICUT LIGHT AND POWER	20/21 YEARLY - ELECTRIC SERVICE FOR LOCATION	\$ 21,068.00
53	COVID EXP	FAC	FW WEBB	WATER BOTTLE FILLING STATIONS & FILTERS (120)	\$ 20,110.20
54	CAPITAL - UNIFORMS	NMHS	VARSITY BRANDS HOLDING CO	FOOTBALL TEAM JERSEYS (80 HOME & 80 AWAY)	\$ 19,776.00
55	GENERAL	DISTRICT	NORBERT E MITCHELL CO	20/21 YEARLY - FUEL FOR FACILITIES	\$ 19,536.00
56	GENERAL	SPED	FRONTLINE TECHNOLOGIES GROUP	20/21 YEARLY - IEP DIRECT LICENSE FEE	\$ 19,429.66
57	GENERAL	DISTRICT	VERIZON WIRELESS	20/21 YEARLY - CELL PHONE SERVICE	\$ 19,241.51
58	GENERAL	DISTRICT	HUMANA INSURANCE CO	20/21 YEARLY - VISION INSURANCE	\$ 18,512.00
59	GENERAL	SPED	EDUCATION WITHOUT WALLS	SETTLEMENT AGREEMENT FOR TUITION 19-20	\$ 18,225.00
60	GENERAL	FACILITIES	CONNECTICUT LIGHT AND POWER	20/21 YEARLY - ELECTRIC SERVICE FOR LOCATION	\$ 18,039.00
61	GENERAL	FACILITIES	AIR TEMP MECHANICAL SERVICES	20/21 YEARLY - HVAC SERVICE DISTRICT WIDE	\$ 18,000.00
62	GENERAL	SPED	AMERICAN SCHOOL FOR THE DEAF	20/21 YEARLY - AUDIOLOGY SERVICES	\$ 18,000.00
63	COVID EXP	FACILITIES	STATE EDUCATION RESOURCE CENTER	PPE SUPPLIES	\$ 17,815.63
64	COVID EXP	FACILITIES	WB MASON COMPANY	PPE SUPPLIES	\$ 17,815.63
65	GENERAL	SPED	WASHINGTON MONTESSORI	20/21 YEARLY - TUITION	\$ 17,500.00
66	GENERAL	SPED	EDADVANCE	20/21 YEARLY - TUITION	\$ 17,055.00
67	GENERAL	DOI	EDGENUITY, INC	ODYSSEYWARE LICENSES	\$ 16,500.00
68	GENERAL	DISTRICT	CONNECTICUT ASSOC OF BOE, INC	20/21 YEARLY - DISTRICT MEMBERSHIP DUES	\$ 16,275.00
69	GENERAL	NMHS	CANTERBURY SCHOOL	ICE RINK RENTAL FEES FROM 11/27/19 - 3/5/20	\$ 16,145.00
70	GENERAL	SPED	THE SEED CENTER	20/21 YEARLY - B.C.B.A. SERVICES	\$ 16,000.00
71	COVID EXP	FAC	WESCO	ADDITIONAL DESK SHIELDS (400)	\$ 15,868.00
72	GENERAL	DISTRICT	AMERICAN FAMILY LIFE ASSURANCE CO	20/21 YEARLY - SHORT TERM DISABILITY INSURANCE	\$ 15,613.56
73	GENERAL	SPED	KINNEY MANAGEMENT SERVICES	20/21 YEARLY - KSYSTEMS ANNUAL LICENSE FEE	\$ 15,200.00
74	GENERAL	HPS	PEARSON EDUCATION	INVESTIGATIONS COMMON CORE SUBSCRIPTION AND LICENSE K-2	\$ 15,123.59
75	GENERAL	SPED	DANA JOHNSON LAW OFFICES	SETTLEMENT AGREEMENT FOR TUITION 19-20	\$ 15,000.00
76	GENERAL	SPED	DANA JOHNSON LAW OFFICES	SETTLEMENT AGREEMENT FOR TUITION 19-20	\$ 15,000.00
77	GENERAL	SPED	DANBURY PUBLIC SCHOOLS	MAGNET SCHOOL TUITION 19-20	\$ 15,000.00
78	GENERAL	DISTRICT	UNEMPLOYMENT COMP. ADMIN.	20/21 YEARLY - UNEMPLOYMENT INSURANCE	\$ 15,000.00
79	COVID EXP	FAC	N/A	ADDITIONAL SANITATION ATTENDANTS FOR ANTICIPATED REOPEN PK-2 (3)	\$ 14,535.00
80	GRANT	NMHS	CDW GOVERNMENT INC	THINKPAD LAPTOPS (16)	\$ 14,160.00

ID#	Funding	Location	Vendor Name	Description	Amount
81	GENERAL	DISTRICT	NEWSELA, INC	20/21 YEARLY - LICENSE FEE FOR GRADES K-5	\$ 14,000.00
82	COVID EXP	FAC	WESCO	NMHS - TEACHER DESK SHIELDS (88) - WITH SUPPORT CLIPS	\$ 13,772.00
83	GENERAL	DISTRICT	PANORAMA EDUCATION	20/21 YEARLY - PANORAMA PLATFORM SERVICE	\$ 13,756.25
84	GENERAL	SPED	TOLLAND PUBLIC SCHOOLS	TUITION SERVICES LEAP PROGRAM FROM DECEMBER - FEBRUARY FOR 1 STUDENT	\$ 13,443.00
85	COVID EXP	TECHNOLOGY	CDW GOVERNMENT, INC	CHROMEBOOKS AND LISENCES (35)	\$ 13,440.00
86	GENERAL	DISTRICT	INTECH HEALTH VENTURES	20/21 YEARLY - ACA REPORTING SERVICES	\$ 13,200.00
87	GENERAL	TECHNOLOGY	DELL MARKETING	POWER EDGE R730 UPGRADES AND EXTENSIONS	\$ 13,025.60
88	GENERAL	FACILITIES	PEN MAR BOILER CLEANING INC	20/21 YEARLY - BOILER SERVICE	\$ 12,950.00
89	GENERAL	TECHNOLOGY	GO GUARDIAN	GO GUARDIAN ADMIN - TECHNOLOGY SOFTWARE LICENSE	\$ 12,826.71
90	GENERAL	TECH	AMPLIFIED IT, LLC	G-SUITE ENTERPRISE RENEWAL LICENSE FOR EDUCATION	\$ 12,600.00
91	GENERAL	DOI	EDADVANCE	LIVEBOOK LICENSES	\$ 12,500.00
92	GENERAL	TECHNOLOGY	OMNI DATA	20/21 YEARLY - ARUBA CONTROLLERS & SOFTWARE UPDATE RENEWAL	\$ 12,225.54
93	GENERAL	TECHNOLOGY	OMNI DATA LLC	20/21 YEARLY - HARDWARE AND SOFTWARE SUPPORT	\$ 12,225.54
94	GENERAL	DISTRICT	CIGNA BEHAVIORAL HEALTH	20/21 YEARLY - EMPLOYEE ASSISTANCE PROGRAM	\$ 12,000.00
95	GENERAL	FACILITIES	CLEARWATER INDUSTRIES	20/21 YEARLY - WATER TREATMENT SERVICES	\$ 12,000.00
96	GENERAL	FACILITIES	HINDING TENNIS	REPAIRS TO NMHS TENNIS COURT - NOT TO EXCEED	\$ 12,000.00
97	GENERAL	FACILITIES	SHERWIN WILLIAMS	20/21 YEARLY - FACILITIES SUPPLIES	\$ 12,000.00
98	GENERAL	DISTRICT	WILCO SALES & SERVICE INC	20/21 YEARLY - OPERABLE WALLS SERVICE DISTRICT WIDE	\$ 12,000.00
99	COVID EXP	TECHNOLOGY	PEAR DECK, INC	PREMIUM SERVICE FOR DISRTICT	\$ 11,840.00
100	GENERAL	TECHNOLOGY	PEAR DECK, INC.	PRESENTATION TOOL FOR GOOGLE PLATFORM	\$ 11,840.00
101	COVID EXP	FAC	WESCO	SMS - TEACHER DESK SHIELDS (75) - WITH SUPPORT CLIPS	\$ 11,737.50
102	GENERAL	DISTRICT	NEW MILFORD SEWER COMMISSION	20/21 YEARLY - SEWER USE FEES @ SNIS, NMHS & C.O.	\$ 11,671.25
103	GENERAL	DISTRICT	IXL LEARNING, INC	20/21 YEARLY - LICENSE FEE FOR GRADES K-5	\$ 11,550.00
104	GENERAL	SPED	KRISTI SACCO ADORANTE	20/21 YEARLY - NEUROPSYCH EVALUATIONS	\$ 11,500.00
105	GENERAL	TECHNOLOGY	INTRADO INTERACTIVE SERVICES CORP	SCHOOL MESSENGER & APP RENEWAL	\$ 11,480.51
106	GENERAL	FACILITIES	DUDE SOLUTIONS, INC	20/21 YEARLY - WORK ORDER SYSTEM MANAGEMENT	\$ 11,474.37
107	GENERAL	TECHNOLOGY	EDUCATIONAL TECH AND LIFE CORP.	LEVEL ONE GOOGLE CERTIFICATION CLASS (2 SESSIONS)	\$ 11,400.00
108	GENERAL	TECHNOLOGY	SHI INTERNATIONAL	ADOBE SIGN AND ADOBE CREATIVE CLOUD LICENSES	\$ 11,375.00
109	GENERAL	SPED	ALL-STAR TRANSPORTATION	20/21 YEARLY - LEASE OF CHEVROLET MID BUS FOR 10 MONTHS	\$ 11,158.32
110	GRANT- TITLE IV	DOI	JO ANN FRIEBERG	VIRTUAL TRAINING SESSIONS ON SCHOOL CLIMATE	\$ 10,800.00
111	GENERAL	TECH	TREASURER, STATE OF CT.	20/21 YEARLY - CEN INTERNET ACCESS	\$ 10,800.00
112	GRANT	SPED	MICHELINE HARKIN	A.T. CONSULTATIONS AND REPORTS FOR JULY - DECEMBER	\$ 10,660.00
113	COVID EXP	TECHNOLOGY	MOHAWK USA, LLC	ADDITIONAL CHROMEBOOK CASES	\$ 10,482.03
114	GENERAL	DISTRICT	FRONTLINE TECHNOLOGIS GROUP LLC	20/21 YEARLY - RTIM LICENSE FEE	\$ 10,141.55
115	GENERAL	FACILITIES	AIR TEMP MECHANICAL SERVICES	20/21 YEARLY - CHILLER MAINTENANCE @ NMHS	\$ 10,000.00
116	GENERAL	FACILITIES	DUMOUCHEL PAPER COMPANY	20/21 YEARLY - FACILITIES SUPPLIES	\$ 10,000.00
117	GENERAL	DISTRICT	EDADVANCE	IN-DISTRICT SERVICES AND SUPPORT UNTIL FULL TIME H.R. DIRECTOR BEGINS	\$ 10,000.00
118	GENERAL	SPED	FOUR WINDS HOSPITAL	20/21 YEARLY - TUITON	\$ 10,000.00
119	GENERAL	FACILITIES	FUSS & O'NEILL, INC	20/21 YEARLY - REPAIRS	\$ 10,000.00
120	GENERAL	SPED	JEFFREY LANDAU	20/21 YEARLY - EVALUATIONS & CONSULTATIONS	\$ 10,000.00

ID#	Funding	Location	Vendor Name	Description	Amount
121	COVID EXP	FACILITIES	NEXT GEN SUPPLY GROUP INC	CLEANING SUPPLIES & PPE	\$ 10,000.00
122	GENERAL	SPED	PEADIATRIC NEUROPSYCH. SERVICES	20/21 YEARLY - NEUROPSYCH EVALUATIONS	\$ 10,000.00
123	COVID EXP	SPED	SEAGULL VENTURES	20/21 YEARLY - SPEECH & LANGUAGE SERVICES	\$ 10,000.00
124	COVID EXP	SPED	SPEECH PATHOLOGY GROUP	20/21 YEARLY - SPEECH & LANGUAGE SERVICES	\$ 10,000.00
125	GENERAL	FACILITIES	THYSSENKRUPP ELEVATOR	20/21 YEARLY - SNIS ELEVATOR MAINTENANCE SERVIC	\$ 10,000.00
126	GENERAL	TECHNOLOGY	IBOSS, INC	20/21 YEARLY - MALWARE DEFENSE SUBSCRIPTION	\$ 9,882.85
127	COVID EXP	FACILITIES	DECKER INC	ELEMENTARY DESKS (100)	\$ 9,746.30
128	COVID EXP	FAC	DURKIN'S INC.	SMS RENTALS FOR LUNCH - TENT (1) / TABLES (18) / CHAIRS (72) - THROUGH JUNE 16, 2021	\$ 9,694.70
129	GENERAL	TECHNOLOGY	IFS CONSULTING SERVICES, LLC	20/21 YEARLY - ANNUAL MAINTENANCE	\$ 9,691.33
130	GENERAL	NMHS	SELECT PHYSICAL THERAPY	ATHLETIC TRAINING SERVICES - PAYMENT 1 OF 3	\$ 9,355.00
131	GENERAL	FACILITIES	THE TRANE COMPANY	20/21 YEARLY - CHILLER MAINTENANCE @ SNIS	\$ 9,324.00
132	GENERAL	FACILITIES	FAT CITY SCREEN PRINTING	ANNUAL UNIFORM ORDER - CUSTODIAL & MAINTENANCE STAFF	\$ 9,313.88
133	COVID EXP	FAC	DURKIN'S INC.	NMHS RENTALS FOR LUNCH - TENT (1) / TABLES (18) / CHAIRS (0) - THROUGH JUNE 16, 2021	\$ 9,281.50
134	GRANT	ADULT ED	CDW GOVERNMENT, INC.	CHROMEBOOKS AND LICENSES (40 UNITS)	\$ 9,160.00
135	GRANT	SPED	PATRICIA BRADBURY	BCBA SERVICES FOR REMAINDER OF 20/21 SCHOOL YEAR	\$ 9,105.59
136	COVID EXP	TECHNOLOGY	PC PARTS PLUS, LLC	CHROMEBOOK POWER ADAPTERS, PALM RESTS AND LCD PANELS	\$ 9,021.30
137	GENERAL	SPED	CT PSYCHIATRIC AND WELLNESS CENTER	20/21 YEARLY - EVALUATIONS & CONSULTATIONS	\$ 9,000.00
138	GENERAL	FACILITIES	DANBURY WINSUPPLY	20/21 YEARLY - FACILITIES SUPPLIES	\$ 9,000.00
139	GENERAL	FACILITIES	ELECTRICAL WHOLESALERS	20/21 YEARLY - FACILITIES SUPPLIES	\$ 9,000.00
140	GENERAL	FACILITIES	F&M ELECTRIC SUPPLY CO, INC	20/21 YEARLY - FACILITIES SUPPLIES	\$ 9,000.00
141	GENERAL	SPED	ROBERT A DAVIS	20/21 YEARLY - SUPPORT TRAINING SERVICES	\$ 9,000.00
142	GENERAL	SPED	CHILDREN'S CENTER OF HAMDEN	SETTLEMENT AGREEMENT FOR TUITION 19-20	\$ 8,868.93
143	GENERAL	DOI	LEXIA LEARNING SYSTEMS, LLC	STUDENT READING SUBSCRIPTION RENEWALS (250)	\$ 8,750.00
144	COVID EXP	TECHNOLOGY	DELL MARKETING	6 LAPTOPS	\$ 8,685.27
145	CAPITAL - UNIFORMS	NMHS	BSN SPORTS	BOYS LACROSSE UNIFORMS	\$ 8,640.00
146	GENERAL	DOI	BRAIN POP	20/21 YEARLY - K-6 SOFTWARE ACCESS RENEWAL	\$ 8,617.50
147	GENERAL	SPED	TOLLAND PUBLIC SCHOOLS	20/21 YEARLY - TUITION (1 STUDENT)	\$ 8,586.00
148	COVID EXP	TECHNOLOGY	AMPLIFIED IT	GOOGLE VOICE USER LICENSES (55)	\$ 8,507.40
149	GENERAL	FACILITIES	PLIMPTON AND HILLS CORP.	20/21 YEARLY - FACILITIES SUPPLIES	\$ 8,500.00
150	GENERAL	DISTRICT	PROHEALTH PHYSICIANS	20/21 YEARLY - PRE-EMPLOYMENT PHYSICALS	\$ 8,500.00
151	GENERAL	SNIS	SCHOOL SPECIALTY	INSTRUCTIONAL SUPPLIES	\$ 8,461.50
152	GENERAL	SPED	ESPECIAL NEEDS, LLC	PADDED WALL PANELS FOR NES, HPS, SNIS (66)	\$ 8,388.60
153	GENERAL	DOI	LEXIA LEARNING SYSTEMS LLC	LEXIA CORE READING STUDENT SUBSCRIPTON RENEWAL	\$ 8,312.50
154	GENERAL	TECHNOLOGY	CDW GOVERNMENT INC	CHROMEBOOKS FOR ADULT ED (40)	\$ 8,200.00
155	GENERAL	NMHS	MIMER.COM, INC	HIGH SCHOOL PLANNERS FOR 2020-2021	\$ 8,089.95
156	GENERAL	FACILITIES	OMNI DATA LLC	20/21 YEARLY - SECURITY SYSTEMS MANAGEMENT & SUPPORT	\$ 8,063.16
157	GENERAL	SMS	SCHOOL SPECIALTY	INSTRUCTIONAL SUPPLIES	\$ 7,989.01
158	CAPITAL - UNIFORMS	NMHS	BSN SPORTS	FOOTBALL JERSEYS & PANTS	\$ 7,872.50
159	GENERAL	TECHNOLOGY	SHI INTERNATIONAL CORP.	ADOBE DIGITAL SIGNATURE PROGRAM	\$ 7,735.00
160	GENERAL	SPED	WOLCOTT PUBLIC SCHOOLS	20/21 YEARLY - TUITION	\$ 7,662.20

ID#	Funding	Location	Vendor Name	Description	Amount
161	GENERAL	SPED	EDADVANCE	20/21 YEARLY - TRANSPORTATION	\$ 7,650.00
162	GRANT - IDEA 611	SPED	JEFFEREY WICKLINE	20/21 YEARLY OT/PT - 611 GRANT	\$ 7,573.00
163	GRANT - IDEA 619	SPED	JEFFEREY WICKLINE	20/21 YEARLY OT/PT - 619 GRANT	\$ 7,573.00
164	GENERAL	DISTRICT	THE OMNI GROUP	20/21 YEARLY - 403(B) COMPLIANCE AND REMITTING SERVICES	\$ 7,511.00
165	GENERAL	SPED	DANA JOHNSON LAW OFFICES	SETTLEMENT AGREEMENT FOR TUITION 19-20	\$ 7,500.00
166	GENERAL	TECH	WHALLEY COMOPUTER ASSOCIATES	SONICWALL SECURITY LICENSE - 1YR	\$ 7,369.00
167	GENERAL	DOI	ASCD	ASCD ACTIVATE - ADMINS. & TEACHERS GRADES 6-12	\$ 7,200.00
168	GENERAL	DISTRICT	UNITED HEALTHCARE	20/21 YEARLY - MEDICARE	\$ 7,071.84
169	COVID EXP	FACILITIES	BROOKFIELD GLASS	LEXAN FOR OFFICE DESK SHEILDS	\$ 7,000.00
170	GENERAL	SPED	CT MUSIC THERAPY SERVICES	20/21 YEARLY - MUSIC THERAPY	\$ 7,000.00
171	GENERAL	SPED	CT PEDIATRIC NEUROPSYCH ASSOCIATES	20/21 YEARLY - EVALUATIONS & CONSULTATIONS	\$ 7,000.00
172	GENERAL	FACILITIES	F W WEBB	20/21 YEARLY - FACILITIES SUPPLIES	\$ 7,000.00
173	GENERAL	SPED	JOHN G. GELINAS, MD. PC.	20/21 YEARLY - PSYCH EVALUATIONS	\$ 7,000.00
174	GENERAL	FACILITIES	OTIS ELEVATOR COMPANY	20/21 YEARLY - SMS ELEVATOR MAINTENANCE SERVICE	\$ 7,000.00
175	GENERAL	DISTRICT	CHARTER COMMUNICATIONS	20/21 YEARLY - FIBER, WEB HOSTING & C.O. PHONE SERVICE	\$ 6,976.67
176	COVID EXP	TECHNOLOGY	KAJEET INC	DISTANCE LEARNING BUNDLES (20)	\$ 6,972.86
177	GENERAL	SPED	BOYS & GIRLS VILLAGE	TUTORING SERVICES FOR 14 DAYS	\$ 6,930.00
178	COVID EXP	FAC	N/A	ADDITIONAL SANITATION ATTENDANTS FOR ANTICIPATED REOPEN - SMS (1) & NMHS (1)	\$ 6,840.00
179	COVID EXP	FACILITIES	KATART, INC	COVID SIGNAGE	\$ 6,810.00
180	GENERAL	DOI	REGIONAL SCHOOL DISTRICT 1	20/21 YEARLY - TUITION FOR STUDENT (1)	\$ 6,800.00
181	GENERAL	FACILITIES	HIGH TECH CONTROLS	INVERTER REPLACEMENT & REPAIRS OF HVAC'S VARIABLE FREQUENCY DRIVE (VFD)	\$ 6,637.70
182	GENERAL	FACILITIES	KONE INC	ELEVATOR SERVICE SNIS	\$ 6,600.00
183	GENERAL	BOE	MYKE FOO MEDIA	20/21 YEARLY - A/V SERVICES	\$ 6,600.00
184	GENERAL	NMHS	WESTERN CT STATE UNIV.	ENCUMBRANCE FOR O'NEILL CENTER 2021 GRADUATION	\$ 6,510.00
185	GENERAL	DISTRICT	2080 MEDIA INC	FEE FOR HARDWARE AND SOFTWARE ACCESS POINT TO POINT SYSTEM	\$ 6,500.00
186	GENERAL	FACILITIES	BARRETT INC	20/21 YEARLY - NMHS ROOF REPAIRS AND INSPECTION	\$ 6,500.00
187	GENERAL	FAC	SLR	FEASIBILITY STUDY - POTENTIAL FOR BOE CENTRAL OFFICE MOVE TO SNIS	\$ 6,500.00
188	GENERAL	NMHS	NAVIANCE	RENEWAL FOR 20/21 @ NMHS	\$ 6,479.50
189	CAPITAL - UNIFORMS	NMHS	BSN SPORTS	GIRLS LACROSSE UNIFORMS	\$ 6,435.44
190	GRANT	NMHS	ROCKLER WOODWORKING & HARDWARE	WOODWORKING MACHINERY - CNC MACHINE (1) & SANDER (1)	\$ 6,427.99
191	CAPITAL - UNIFORMS	NMHS	BSN SPORTS	FOOTBALL PANTS UNIFORMS	\$ 6,183.95
192	GENERAL	NMHS	EXPLORELEARNING, LLC	SCHOOL GIZMOS DEPT LICENSE, 1300 SCIENCE STUDENTS FOR 1YR	\$ 6,175.00
193	GENERAL	FACILITIES	DAVID J HULL	20/21 YEARLY - FIRE ALARM MONITORING	\$ 6,132.96
194	COVID EXP	NMHS & SMS	OPEN JAR STUDIOS, LLC	SINGER'S MASK (300)	\$ 6,023.00
195	GENERAL	DOI	BRIDGEPORT BOARD OF EDUCATION	20/21 YEARLY - TUITION FOR JUVENILE DETENTION	\$ 6,000.00
196	GRANT	NMHS	EDADVANCE	HEALTHCARE SHADOWING PROGRAM	\$ 6,000.00
197	GENERAL	FACILITIES	MODERN PLUMBING SUPPLY	20/21 YEARLY - FACILITIES SUPPLIES	\$ 6,000.00
198	GRANT- IDEA	SPED	PATRICIA BRADBURY	20/21 YEARLY - BCBA SERVICES (GRANT FUNDED PIECE)	\$ 6,000.00
199	GENERAL	NMHS	SANDY HOOK PROMISE FOUNDATION	WINGMAN PROGRAM SESSIONS IN 20/21	\$ 6,000.00
200	GENERAL	SPED	LEARNING ALLY, INC	ACCESS TO ONLINE TECH LEARNING LICENSE AND ACCESS FOR ALL 5 SCHOOLS	\$ 5,977.60

ID#	Funding	Location	Vendor Name	Description	Amount
201	GENERAL	TECHNOLOGY	TREBON COMPANY INC	SOPHOS ENDPOINT PROTECTION SERVICE	\$ 5,960.00
202	GENERAL	NES	THE BOOKSOURCE	LIBRARY BOOKS AND CONSUMABLE TEXTS	\$ 5,782.12
203	COVID EXP	FAC	WESCO	SMS - ADDITIONAL CAFETERIA TABLE SHIELDS (25) - WITH SUPPORT CLIPS	\$ 5,762.50
204	COVID EXP	FAC	WESCO	NMHS - ADDITIONAL CAFETERIA TABLE SHIELDS (25) - WITH SUPPORT CLIPS	\$ 5,762.50
205	GENERAL	HR	JOSEPH MERRITT & COMPANY	SCANNING OF PERSONNEL FILES	\$ 5,700.00
206	COVID EXP	TECHNOLOGY	CDW GOVERNMENT, INC	SURGE PROTECTORS (260)	\$ 5,634.20
207	GENERAL	HR	EDADVANCE	HR PROFESSIONAL SERVICES DURING DIRECTOR VACANCY/TRANSITION	\$ 5,625.00
208	GENERAL	NMHS	CHESTER TECHNICAL SERVICE	20/21 YEARLY - VIRTUOSO SYSTEM SUPPORT	\$ 5,548.64
209	GENERAL	FACILITIES	DEER AND TICK GUARD	20/21 YEARLY - PEST CONTROL SERVICES	\$ 5,540.00
210	GENERAL	FACILITIES	FAIRFIELD FAMILY BATTERY COMPANY	20/21 YEARLY - FACILITIES SUPPLIES	\$ 5,500.00
211	GENERAL	SPED	INTERPRETERS & TRANSLATORS	20/21 YEARLY - TRANSLATORS FOR PARENT MEETINGS	\$ 5,500.00
212	GENERAL	FACILITIES	THE TRANE COMPANY	20/21 YEARLY - CHILLER MAINTENANCE @ SMS	\$ 5,500.00
213	GENERAL	FAC	DAVID TINKER EXCAVATING	EMERGENCY WATER MAIN REPAIR - SNIS	\$ 5,315.50
214	GENERAL	SNIS	HEINMANN	VIRTUAL READING AND PHONICS FOR 3RD, 4TH & 5TH GRADE	\$ 5,300.00
215	COVID EXP	TECHNOLOGY	CDW GOVERNMENT INC	LAPTOP EXTENSION CABLES	\$ 5,250.00
216	GENERAL	DISTRICT	FOLLETT SCHOOL SOLUTIONS	20/21 YEARLY - DESTINY ONLINE SERVICE	\$ 5,212.50
217	GENERAL	NMHS	CONNECTICUT ASSOC OF SCHOOLS	20/21 YEARLY - DISTRICT MEMBERSHIP	\$ 5,200.00
218	GENERAL	FACILITIES	AIREX FILTER CORP	20/21 YEARLY - HVAC FILTRATION PRODUCTS FOR DISTRICT	\$ 5,000.00
219	GENERAL	SPED	BRIDGEPORT BOARD OF EDUCATION	20/21 YEARLY - TUTORIAL SERVICES	\$ 5,000.00
220	GENERAL	SPED	CANDLEWOOD VALLEY PEDIATRICS	20/21 YEARLY - MEDICAL CONSULTATIONS	\$ 5,000.00
221	GENERAL	SPED	CAPITOL REGION EDUCATION COUNCIL	20/21 YEARLY - TUTORIAL SERVICES	\$ 5,000.00
222	COVID EXP	FACILITIES	F & M ELECTRIC SUPPLY CO. INC	CEILING FANS (30)	\$ 5,000.00
223	GENERAL	FACILITIES	FIRE EQUIPMENT HEADQUARTERS	20/21 YEARLY - FACILITIES SUPPLIES	\$ 5,000.00
224	GENERAL	FACILITIES	H.H. TAYLOR AND SON	20/21 YEARLY - FACILITIES SUPPLIES	\$ 5,000.00
225	GENERAL	SPED	HALL-BROOKE BEHAVIORAL HEALTH	20/21 YEARLY - TUTORIAL SERVICES	\$ 5,000.00
226	GENERAL	NMHS	OVERDRIVE INC	SORA CONTENT DEPOSIT	\$ 5,000.00
227	GENERAL	FACILITIES	RUWET-SIBLEY EQUIP CORP	20/21 YEARLY - REPAIRS TO EQUIPMENT	\$ 5,000.00
228	GENERAL	FACILITIES	SITEONE LANDSCAPE SUPPLY	20/21 YEARLY - LANDSCAPING SUPPLIES	\$ 5,000.00

## FOR SECOND REVIEW

*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: \_\_\_\_\_

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**Crowdfunding Campaign Proposal**

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

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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:

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---

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 FIRST 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

## Request for a New Program or Course

Signature of Principal: \_\_\_\_\_

Date: \_\_\_\_\_

Signature of Dept. Chair (if applicable): \_\_\_\_\_

Date: \_\_\_\_\_

Title of Proposal: **Sports Literature**

Person submitting Proposal: Justin Ongley

Curriculum Area: English

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

Prerequisite Courses (if applicable): N/A

Grade(s): 12

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

Most Americans probably either participate actively in some sport or watch their favorite sporting event without being aware in any real sense of the wide applications sports can have in their lives. Sports shape the ways we experience the world around us and reveal American culture and values. Sports Literature examines the unique relationship between sports and society through reading contemporary authors, columnists, and other media. Reading for this course is selected to be high-interest and thought-provoking. Writing in this course will include argument, informative, and narrative pieces. This course meets the requirements set forth by the Common Core.

The guiding questions for this course are: Why are sports so compelling? and What about human nature excites the individual to play games?

2. **Describe the Current Situation and why the new proposal seems needed.** Please also describe what alternatives were considered and what you believe are the advantages and disadvantages of the proposal (use attachment if more space is needed).

On January 2, 2020, the English and Guidance departments held a joint meeting to discuss elective courses in the twelfth grade. At the meeting, we agreed there is a need to recommend electives that can accommodate groups of students who may be at risk of not graduating.

Unfortunately, some students brag that they "have never read a book in English class" or they self-identify as "reluctant readers". Text selection for this course is guided by the "high-interest, low-lexile" approach to attract the interest of the aforementioned students. Through this course, we hope that students discover a love of reading.

In my seventeen years of teaching at NMHS, I have taught every grade and every level. From my experience, it is easy to teach self-motivated AP students. It is not as easy to teach students who lack motivation and interest.

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

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

This course is designed for CP students who have not yet discovered a passion or talent for writing and reading about their world. Course material is intended to reflect contemporary issues in society through a medium that many students are already familiar with and passionate about: sports. Through high-impact, low lexile texts, students will continue to improve the literacy skills necessary for college and the work force.

program/course.

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

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

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

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

Yes. My hope is that this course helps to promote a positive school climate. For example, one of the major units is Sports Writing. Each student will be required to attend one school sporting event per marking period

Part of this course focuses on American values and culture, which the students who took English III will

None.

No.

No. The class will be taught in existing classrooms.

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

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

4. **What resources are required for the program?**

This course offers multiple opportunities for multi-disciplinary study, including Health/PE, Math, and Science

No.

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

B. What current materials will need replacement?

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

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

E. Is specialized training required for staff?

No replacements needed.

No.

CEFO audio books and text to speech function

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

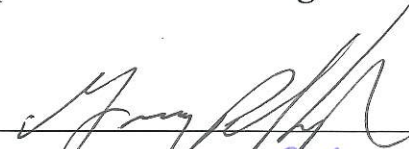

Justin Ongley and Rick Casagrande. Fall/Winter 2020-21

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

Description	Year 1	Year 2	Year 3	Total
Cost of Texts	1000	500	500	2000
Supplies	100	100	100	300
Professional Development	0	0	0	0
Curriculum Writing	650	0	0	650
Staffing	0	0	0	0
Other (identify)	0	0	0	0
<b>Total</b>	1750	600	600	2950

Additional explanation of budget impact (if needed):

## Request for a New Program or Course

Signature of Principal:  Date: 5/4/21  
Signature of Dept. Chair (if applicable):  Date: 5/3/21

Title of Proposal: **Graphic Novel Studies**

Person submitting Proposal: Joseph DiFabbio

Curriculum Area: English

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

Prerequisite Courses (if applicable): N/A

Grade(s): 12

### Graphic Novel Course Proposal

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

This course is designed to introduce, expand, and elaborate on the world of Graphic Novels to the students of NMHS. Graphic Novels are an increasingly growing genre of fiction and nonfiction that holds a high interest value for students. This class means to show students the power and relevance of sequential art by reading, analyzing, and writing about comics. Students will learn new visual and media literacy skills, develop analytical and creative writing skills, research the history and development of Graphic Novels, understand the formal techniques and structure of Graphic Novels, and work individually and collaboratively to create their own visual stories. Students will view comics as literature as they learn about the complex topics of heroism, justice, personal responsibility, gender, race, cultural values, and disillusionment.

Essential questions for the course include: What does it mean to be a hero? Do powerful individuals have a responsibility to society? What kind of power do images and words create together? Why are visual stories such a vital part to human development? Are telling visual stories part of human nature?

**2. Describe the Current Situation and why the new proposal seems needed.** Please also describe what alternatives were considered and what you believe are the advantages and disadvantages of the proposal (use attachment if more space is needed).

On January 2, 2020, the English and Guidance departments held a joint meeting to discuss elective courses in the twelfth grade. At the meeting, we agreed there is a need to recommend electives that can accommodate groups of students who may be at risk of not graduating. This course is directed toward students who are reluctant to read, require remedial reading comprehension instruction, have a 504 or IEP, and for students who are ELL/ESL.

Understanding that many students gravitate towards comics due to their highly visual and stylized form of writing, the text selection for the course is to appeal to as wide a range of students as possible from traditional Graphic Novels to Japanese manga. Full year courses such as Eng I, II, and III College Prep and honors courses all cover one Graphic Novel to read for the year. These units are usually the most interesting and engaging to students based on their own written and verbal feedback - students both already have read and enjoy Graphic Novels, or they have never been exposed and are interested in a new genre.

The benefit of this course is to offer only graphic novels as a way to engage students in reading and talking about literature, encourage those who claim "they do not like to read", and allow for meaningful learning for ELL/ESL students.

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

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

This class is for struggling students who are in danger of graduating and higher achieving students who want to engage in visual literature. Many students with 504's and IEPs need English credits at the end of their high school career and are put into classes that are deemed "easy". This course is to encourage students to participate in the discussion about literature and develop an understanding and appreciation of reading through comics. The goal is to improve the reading, writing, and speaking skills of these students.

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

Yes, it will have a huge impact. Graphic Novels are naturally differentiated and are easy to apply to all students, especially those in CP classes and those who receive Special Education. Informal polling and questioning of my students and students in other classes show that there is high interest in this type of course. The secondary goal is that students from different cultural backgrounds, educational/academic backgrounds (AP and Honors level students), and learning styles will all learn to appreciate comics, express their creativity, and foster a love of engaging with literature in more than a superficial way.

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

Many of the themes and topics of the comics we will read apply to students at this school. Contemporary issues and the world at large are reflected in many superhero stories - these topics and themes are universal and any student who took English I, II, or III are already familiar with them. Students who have taken Lit and Media will also benefit from this course by being able to devote a full Semester to learning about how to read and create comics.

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

None

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

No

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

No

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

This course will be one of the few CP electives that focus on reading literature. This course will draw students that do not want a yearlong Honors course.

Secondary programs impacted include Painting, Drawing, Art, graphic design, and Creative Writing. Any student with an eye for visuals, art, and creative writing will be impacted because they can bring their natural talents and passions into this course - Additionally, enrollment in the aforementioned courses can potentially go up and vice versa.

Students who take Lit and Media may want to focus on Graphic Novels or students who take this course may be interested in Lit and Media. Exposure to different forms of expression and literature will help some students find a passion or a hobby they did not know they had - or a natural talent for writing/drawing. The ideal scenario is that students will work collaboratively - those who are talented as artists will work with those who are talented at writing to create something truly unique and special.

**4. What resources are required for the program?**

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

No

**B. What current materials will need replacement?**

Possibly some of the English Department's copies of the text *Maus*.

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

No

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

No, the course texts are naturally differentiated for SPED and ELL. These students will benefit the most from this course.

**E. Is specialized training required for staff?**

No

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

Joseph DiFabbio - Fall/Winter 2021-2022

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

Description	Year 1	Year 2	Year 3	Total
Cost of Texts	1000	500	500	2000
Supplies	100	100	100	300
Professional Development	0	0	0	0
Curriculum Writing	650	0	0	650
Staffing	0	0	0	0
Other (identify)	0	0	0	0
<b>Total</b>	1750	600	600	2950

### Request for a New Program or Course

Signature of Principal:

Date:

4/26/21

Signature of Dept. Chair (if applicable):

Date:

4/26/21

Title of Proposal: World History

Person Submitting Proposal: Suzanne Andrews

Curriculum Area: Social Studies

Number of Credits/Level if applicable): Prerequisite Courses (if applicable): 1 credit, full year.

Grade(s): 9th

CP/Honors

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

The World History course would replace our 9th grade Development of Western Civilization course. Reasoning for this change is as follows.

- Western Civilization tends to have a Eurocentric view and we need more diversification especially in our global society.
- Currently we offer World History honors in 9th grade tracking to 10th grade AP World History. New curriculum alignment will give more students the opportunity to take the AP World History Sophomore year if they choose to challenge themselves.
- Our neighboring towns of Danbury and Brookfield have 9th grade World History and 10th grade Modern World History. If students switch into our school, this will allow for an easier transition.
- According to the US Census, 13.4 % of our population is of African descent, 5.9 % of our population is of Asian descent, and 18.5 % of our population is of Hispanic descent. With the increasing diversification of our population, it is fitting to integrate the history of other areas in the world. There is an increasing need for knowledge of these cultures and their histories, which will allow for a rich and balanced understanding of all the people of the U.S.
- Teaching Western Civilization in the 9th grade and Global Studies in the 10th grade (mostly Eastern oriented) separately, leaves students with the false impression that they are separate stories, each occurring in its own vacuum. Each is taught in isolation.
- As it is now, between Western Civilization in 9th grade and Global Studies in 10th grade, there is double coverage of many historical and cultural concepts like imperialism, revolution, and religion, for example. These may be more easily understood if treated together.
- Teaching World History gives teachers the opportunity to compare things that were happening around the globe, like revolutions in the United States, France and Latin America, or trade in the Atlantic versus trade in the Pacific.
- Even with the introduction of the African American/Latino Studies course, not all students will be able to take the class as it is an elective and a full-year course.

Relation to Common Core - The purpose of the standards are to prepare students for college and beyond. To be contributing members to a global society. This course change will provide students with the political, economic, and cultural background knowledge needed to become active members in a global society.

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

Currently in the 9th grade we teach the Development of Western Civilization and in the 10th grade we teach Global Studies. In the past, there was a need to educate students on our cultural, political and economic history which stemmed from Europe. The cultural and religious roots of our heritage were based on European ancestry. As our student body becomes more diverse and our society becomes more diverse, it is fitting to learn and celebrate these histories and cultures. Simply put, the current curriculum is outdated.

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

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

Instead of limiting our focus on European history, this will give students a broader historical, social, political, and economic perspective.

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

No

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

N/A

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

None. This will be a reallocation of current staffing as it is replacing courses.

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

None. This will be the main social studies course offered to the 9th grade.

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

No.

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

This will be a benefit to other programs. Currently, students who are on the AP World History track take Honors World History in 9th grade. The intent is to follow the same basic curriculum, which would allow a freshman to possibly go into the AP World History class their sophomore year if they chose to challenge themselves. It would allow for a smoother transition. Currently, this is difficult as the same content is not covered.

**4. What resources are required for the program?**

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

None

B. What current materials will need replacement?

No new textbooks would be required as we have recently purchased new World History textbooks.

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

No, this is a reallocation of current staff members.

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

The current textbook has an online version which is in Spanish. There are no other specific material needs.

E. Is specialized training required for staff?

No.

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

I would be willing to write the new curriculum and possibly another staff member. I would like to start writing the curriculum as soon as approved.

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

Description	Year 1	Year 2	Year 3	Total
Cost of Texts	N/A			N/A
Supplies	N/A			N/A
Professional Development	N/A			N/A
Curriculum Writing	1,240			1,240

Staffing	N/A			N/A
Other (identify)				
<b>Total</b>	1,240			1,240

Additional explanation of budget impact (if needed):

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### World History Proposal

The Social Studies Department proposes that the 9th grade curriculum be switched to World History and the 10th grade curriculum be switched to Modern World History. This request is for the implementation of the 2022-2023 School Year.

Currently in the 9th grade we teach the Development of Western Civilization and in the 10th grade we teach Global Studies. I would like to propose that we replace these two courses with the study of World History and students will follow this curriculum over a two-year span.

My reasoning for this change is as follows.

- Western Civilization tends to have a Eurocentric view and we need more diversification especially in our global society.
- Currently we offer World History honors in 9th grade tracking to 10th grade AP World History. New curriculum alignment will give more students the opportunity to take the AP World History Sophomore year if they choose to challenge themselves.
- Our neighboring towns of Danbury and Brookfield have 9th grade World History and 10th grade Modern World History. If students switch into our school, this will allow for an easier transition.
- According to the US Census, 13.4 % of our population is of African descent, 5.9 % of our population is of Asian descent, and 18.5 % of our population is of Hispanic descent. With the increasing diversification of our population, it is fitting to integrate the history of other areas in the world. There is an increasing need for knowledge of these cultures and their histories, which will allow for a rich and balanced understanding of all the people of the U.S.
- Teaching Western Civilization and Global Studies (mostly Eastern oriented) separately leaves students with the false impression that they are separate stories, each occurring in its own vacuum.
- As it is now, between Western Civilization in 9th grade and Global Studies in 10th grade, there is double coverage of many historical and cultural concepts like imperialism, revolution, and religion, for example. These may be more easily understood if treated together.
- Teaching World History gives teachers the opportunity to compare things that were happening around the globe, like revolutions in the United States, France and Latin America, or trade in the Atlantic versus trade in the Pacific.
- Even with the introduction of the African American/Latino Studies course, not all students will be able to take the class as it is an elective and a full-year course.

#### Why have we taught Western Civilization?

In the past, there was a need to educate students on our cultural, political and economic history which stemmed from Europe. The cultural and religious roots of our heritage were based on European ancestry. As stated above, that need has changed.

#### Financial Impact:

- No new textbook will be required as we already have a world history textbook.
- No new staff will be needed as it would be a reallocation of existing staff members.
- The only cost would be in writing the new curriculum.

### Request for a New Program or Course

Signature of Principal: \_\_\_\_\_

Date: \_\_\_\_\_

Signature of Dept. Chair (if applicable): \_\_\_\_\_

Date: \_\_\_\_\_

Title of Proposal: Modern World History

Person Submitting Proposal: Suzanne Andrews

Curriculum Area: Social Studies

Number of Credits/Level if applicable): Prerequisite Courses (if applicable): 1 credit, full year.

Grade(s): 10th

CP/Honors

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

The Modern World History course would replace our 10th grade Global Studies course.

Reasoning for this change is as follows.

- Our current Global Studies curriculum focuses on six regions. Unfortunately, the curriculum fails to adequately give the time for an in-depth study of each region. Realistically, only 4 regions are being taught. For example, Latin America is not taught at all.
- According to the US Census, 13.4 % of our population is of African descent, 5.9 % of our population is of Asian descent, and 18.5 % of our population is of Hispanic descent. With the increasing diversification of our population, it is fitting to integrate the history of other areas in the world. There is an increasing need for knowledge of these cultures and their histories, which will allow for a rich and balanced understanding of all the people of the U.S.
- Teaching Western Civilization in 9th grade and Global Studies in 10th grade separately, leaves students with the false impression that they are separate stories, each occurring in its own vacuum. Each is taught in isolation.
- As it is now, between Western Civilization in 9th grade and Global Studies in 10th grade, there is double coverage of many historical and cultural concepts like imperialism, revolution, and religion, for example. These may be more easily understood if treated together.
- Teaching Modern World History gives teachers the opportunity to compare things that were happening around the globe, like revolutions in the United States, France and Latin America, or trade in the Atlantic versus trade in the Pacific. It will also allow teachers to focus on current events.
- Even with the introduction of the African American/Latino Studies course, not all students will be able to take the class as it is an elective and a full-year course.

Relation to Common Core - The purpose of the standards are to prepare students for college and beyond. To be contributing members to a global society. This course change will provide students with the political, economic, and cultural background knowledge needed. Also, this will give students the opportunity to study current events.

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

Even with the intent of the Global Studies curriculum, parts of the world are not being taught. This is unacceptable in a global society. We need to give our students a world view so that they can be active members. If our district wants to prepare our students for the 21st century, we need to enable students to have to have a cultural, political, and economic world view. If not, we are doing a disservice to our students.

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

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

Instead of limiting our focus to only certain areas of the world, this will give students a broader historical, cultural, political, and economic perspective.

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

No

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

N/A

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

None. This will be a reallocation of current staffing as it is replacing courses.

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

None. This will be the main social studies course offered to the 10th grade.

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

No.

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

This will not impact other programs.

**4. What resources are required for the program?**

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

None

B. What current materials will need replacement?

No new textbooks would be required as we have recently purchased new World History textbooks.

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

No, this is a reallocation of current staff members.

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

The current textbook has an online version which is in Spanish. There are no other specific material needs.

E. Is specialized training required for staff?

No.

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

I would be willing to write the new curriculum and possibly another staff member. I would like to start writing the curriculum as soon as approved.

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

Description	Year 1	Year 2	Year 3	Total
Cost of Texts	N/A			N/A
Supplies	N/A			N/A
Professional Development	N/A			N/A
Curriculum Writing	1,240			1,240
Staffing	N/A			N/A
Other (identify)	N/A			N/A
<b>Total</b>	1,240			1,240

Additional explanation of budget impact (if needed):

### Request for a New Program or Course

Signature of Principal: \_\_\_\_\_

Date: \_\_\_\_\_

Signature of Dept. Chair (if applicable): \_\_\_\_\_

Date: \_\_\_\_\_

Title of Proposal: African American/Black and Puerto Rican/Latino Course of Studies

Person Submitting Proposal: Suzanne Andrews

Curriculum Area: Social Studies

Number of Credits/Level if applicable): Prerequisite Courses (if applicable): 1 credit, full year.

Grade(s): 11-12 (SERC recommends students have some knowledge of U.S. History before taking this course)

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

In June of 2019, CT Public Act 19-12 was passed. The reasoning for this legislation began when students of diverse backgrounds approached state legislatures requesting that schools offer courses that would lead to a better understanding of various cultures. The goal would be to educate students on the contributions of diverse peoples that led to the betterment of Connecticut and to the United States. Once state legislatures agreed on this need, CT Public Act 19-12 was formed.

The purpose of the Act was to require Connecticut public schools to offer a full year course regarding African American/Black and Puerto Rican/Latino studies. The course needs to be offered in the 2022-2023 school year.

As per the State Education Resource Center (SERC) November 2020, "the course is an opportunity for students to explore accomplishments, struggles, intersections, perspectives, and collaborations of African American/Black and Puerto Rican/Latino people in the US."

In relation to the Common Core - per SERC, "It utilizes Connecticut's Social Studies Framework themes and inquiry-based approach."

The State of Connecticut will be writing the curriculum, and the curriculum will be broken up into two semesters.

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

A focus group survey was conducted by SERC. Students who responded to the survey felt there was a need to replace stereotypes with a "real" history. Respondents felt there was a lack of understanding of peoples from varied backgrounds. A high school curriculum survey was also conducted. The survey results showed that only 17% of schools had a stand alone course of study for African American or Latino Studies.

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

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

The likely impact is that students who want to take the course will find a rich curriculum that celebrates diversity. Currently available is the Scope and Sequence which describes a positive and imaginative analysis of diversity. This will be offered as an elective.

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

No.

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

This will only offer an opportunity of study.

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

The school will be required to offer the course. But if enrollment is low, the course does not have to run based on the needs of the overall department. For example, if 5 students sign up for the class, the school is not required to run the course. However, if more students do sign up for the course it may impact other electives being offered. Since this is a Connecticut law, it must take precedence over other electives.

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

The only scheduling implications would be that it is a full year course and may impact the ability to run other electives. Usually students in the 11th or 12th grade take semester electives. This may impact student choice.

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

No.

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

Because this is a full year class, it may affect enrollment in electives within the Social Studies Department and possibly electives in other departments.

#### **4. What resources are required for the program?**

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

SERC has provided a 3 page resource list. Since the actual curriculum has not been published, I have not been able to determine exactly what resources will be needed. The CT State Department of Education will be providing lesson plans online once the curriculum is completed.

B. What current materials will need replacement?

We do not have any current materials at this time.

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

This would be a reallocation of current staffing.

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

Whatever materials are chosen would need to be modified for SPED or ELL.

E. Is specialized training required for staff?

SERC has said that professional development will be offered.

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

CT State Department of Education will be supplying the curriculum.

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

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

Additional explanation of budget impact (if needed):

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## OLR Bill Analysis

sHB 7082 (as amended by House "A")\*

### ***AN ACT CONCERNING THE INCLUSION OF AFRICAN-AMERICAN STUDIES IN THE PUBLIC SCHOOL CURRICULUM.***

#### **SUMMARY**

This bill adds African-American and black and Puerto Rican and Latino studies to the required programs of study for public schools and requires all local and regional boards of education ("boards") to include these topics in their curriculum beginning with the 2021-22 school year. As with other courses required under existing law, the State Board of Education (SBE) must make curriculum materials available to help boards develop their instructional programs.

The bill also requires SBE to review and approve, by January 1, 2021, a black and Latino studies high school course. Under the bill:

1. the State Education Resource Center (SERC) must develop the course,
2. SBE must make course curriculum material available,
3. boards may offer the course beginning with the 2021-22 school year, and
4. boards must offer the course beginning with the 2022-23 school year.

For the school years 2022-23 to 2024-25, SDE must conduct an annual audit to ensure that the black and Latino studies course approved under the bill is being offered by each board of education. SDE must annually submit a report on the audit to the Education Committee.

\*House Amendment "A" (1) adds the provisions related to Puerto

Rican and Latino studies; (2) requires SERC to develop, and SBE to approve, a high school course in black and Latino studies; and (3) requires SDE to audit and report on the local implementation of the course. It also eliminates the provisions requiring (1) an African-American studies course to become a high school graduation requirement and (2) SBE, by July 1, 2020, to develop and adopt a model curriculum for grades kindergarten through eight that includes African-American studies within the various subject matter areas.

EFFECTIVE DATE: July 1, 2019, except (1) the requirement that SBE approve, and SERC develop, the course are effective upon passage and (2) the addition of African-American and black and Puerto Rican and Latino studies to the required courses of study is effective July 1, 2021.

**§§ 1 & 2 — AFRICAN-AMERICAN AND PUERTO RICAN AND LATINO STUDIES AS PART OF THE REQUIRED COURSES OF STUDY**

The bill adds African-American and black and Puerto Rican and Latino studies to the required program of study for public schools. By law, the required program of study includes the arts; language arts, including reading and writing; mathematics; physical education; science; and social studies, including citizenship, economics, geography, government, and history. Also included are career education; consumer education; and health and safety, including human growth and development, nutrition, and first aid.

The bill requires all boards to include African-American and black and Puerto Rican and Latino studies in their curriculum beginning with the 2021-22 school year. In developing and implementing the new curriculum, the bill allows the boards to use existing and appropriate public or private materials, personnel, and other resources, including curriculum material that SBE must make available under the bill. The curriculum must meet SBE-approved statewide subject matter content standards. The bill allows boards to accept gifts, grants, and donations, including in-kind donations for the development and implementation of the curriculum.

Under current law, SBE must assist and encourage boards to include

African-American history and Puerto Rican history, among a number of subjects, in their instructional program. The bill broadens this requirement to include African-American and black studies and Puerto Rican and Latino studies rather than just African-American history and Puerto Rican history.

### **§ 3 — HIGH SCHOOL COURSE**

The bill requires SERC to develop the one-credit high school course in black and Latino studies. In developing the course, SERC may use (1) existing and appropriate public or private materials, personnel and other resources, including persons and organizations with subject matter expertise in African-American, black, Puerto Rican or Latino studies and (2) the SBE curriculum materials the bill requires.

SBE must review and approve, by January 1, 2021, the black and Latino studies high school course that SERC develops. Under the bill, SBE must approve the course if, following a review, it determines that the content is rigorous, aligned with state-approved curriculum guidelines, and in accordance with the SBE-approved subject matter content standards.

By January 15, 2021, SBE, in consultation with SERC, must submit to the Education Committee a description of the black and Latino studies course, which includes the scope and sequence and course objective, and a report on the course's development.

### **§ 4 — HIGH SCHOOL COURSE PHASE-IN**

For the 2021-22 school year, the bill allows any board of education to offer the state-approved high school course in black and Latino studies. By the 2022-23 school year, the bill requires each board to offer the state-approved high school course in black and Latino studies.

## **BACKGROUND**

### **SERC**

SERC is a quasi-public agency that provides professional development, special education services, and other educational services to local school districts (CGS §§ 10-357a to -357g).

**COMMITTEE ACTION**

Education Committee

Joint Favorable Substitute

Yea 35 Nay 0 (03/25/2019)

Appropriations Committee

Joint Favorable

Yea 37 Nay 8 (05/13/2019)

**African American/Black and Puerto Rican/Latino Course of Studies**

**SCOPE AND SEQUENCE AT-A-GLANCE**

**Semester 1: Focus on African American/Black History**

<b>Timeframe</b>	<b>Unit</b>	<b>Content Standards</b>	<b>Course Learning Objectives</b>	<b>Essential Questions</b>	<b>Lessons</b>	<b>Days</b>
Early-Mid September (2.5 weeks)	<b>Unit 1</b> Where We Come From: Introduction to African Origins and Contributions of Ancient African Empires to World Civilizations and the African Diaspora (XX-XX)	<b>Dimension 2 Applying disciplinary concepts and tools</b> HIST 9–12.6 Explain how the perspectives of people in the present shape interpretations of the past. GEO 9–12.2 Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their political, cultural, and economic dynamics.	<b>LO1 UNDERSTAND</b> the construct of race and why and how it was developed. <b>LO2 INVESTIGATE</b> the evolution and development of African American/Black and Puerto Rican/Latino identities, including intersections with Indigenous and other identities. <b>LO3 ANALYZE</b> how race, power, and privilege influence group access to citizenship, civil rights, and economic power.	<b>EQ1 RACIAL FORMATIONS</b> How and why was the concept of race constructed? What is its impact on African American/Black and Puerto Rican/Latino people? <b>EQ3 POWER</b> What do African American, Black, Puerto Rican and Latino(a) histories reveal about the United States, its foundation, and how power is structured today? <b>EQ4 FREEDOM, JUSTICE, RESISTANCE</b> How have African American, Black, Puerto Rican and Latino(a) people fought for freedom and justice throughout history and today, and in what ways have their struggles been in solidarity with various other groups? <b>EQ5 SOCIETY, ECONOMY, AND CULTURE</b> How and in what ways have African American, Black, Puerto Rican and Latino(a) people shaped American society, economy, and culture?	<b>1.0</b> Course Introduction	2 days
					<b>1.1</b> African Origins	2 days
					<b>1.2</b> African Empires to the Demise of Songhai	2 days
					<b>1.3</b> The Moors	2 days
					<b>1.4</b> The Social Construction of Race and the Transatlantic Slave Trade	5 days

Mid-Late September (2 weeks)	<b>Unit 2</b> How African Americans Persisted: Slavery and Freedom Stories of Resistance and Agency (XX-XX)	<b>Dimension 2 Applying disciplinary concepts and tools</b> HIST 9–12.7 Analyze how current interpretations of the past are limited by the extent to which available historical sources represent perspectives of people at the time. GEO 9–12.5 Analyze the reciprocal nature of how historical events and the spatial diffusion of ideas, technologies, and cultural practices have influenced migration patterns and the distribution of human population. CIV 9–12.14 Analyze historical, contemporary, and emerging	<b>LO2 INVESTIGATE</b> the evolution and development of African American/Black and Puerto Rican/Latino identities, including intersections with Indigenous and other identities. <b>LO3 ANALYZE</b> how race, power, and privilege influence group access to citizenship, civil rights, and economic power. <b>LO4 EXAMINE</b> the scope and legacy of resistance that has been integral to African American, Black, Puerto Rican and Latino(a), histories. <b>LO5 ARTICULATE</b> the integral role African American, Black, Puerto Rican, and Latino(a) communities have played in shaping U.S. society, economy, and culture. <b>LO6 REIMAGINE</b> new possibilities and more just futures for our country and our world drawn from the legacy of African American/Black and Puerto Rican/Latino experiences, intellectual thought, and culture.	<b>EQ2 DIASPORAS</b> Who and what are the diverse people, places, and time periods that African American/Black and Puerto Rican/Latino include? What are the stories of the African, Black, Puerto Rican, and Latino(a) diasporas? <b>EQ4 FREEDOM, JUSTICE, RESISTANCE</b> How have African American, Black, Puerto Rican, and Latino(a) people fought for freedom and justice throughout history and today, and in what ways have their struggles been in solidarity with various other groups? <b>EQ7 SPACE AND PLACE</b> In what ways have geographies shaped history, as well as been shaped by it? What are the African American/Black and Puerto Rican/Latino histories of our region, and how do they relate to broader histories?	<b>2.1</b> Agency and Resistance in the Caribbean and Spanish America  <b>2.2</b> Understanding Slavery as an Institution in Connecticut: Laws and Census Data  <b>2.3</b> Slavery and Freedom in Their Own Words	2 days  3 days  4 days

		means of changing societies, promoting the common good, and protecting rights.				
October (3 weeks)	<b>Unit 3</b> Black Literacy, Organizations, and Liberation (1820-1865)	<b>Dimension 2 Applying disciplinary concepts and tools</b> HIST 9–12.7 Analyze how current interpretations of the past are limited by the extent to which available historical sources represent perspectives of people at the time.	<b>LO4 EXAMINE</b> the scope and legacy of resistance that has been integral to African American, Black, Puerto Rican, and Latino(a) histories. <b>LO6 REIMAGINE</b> new possibilities and more just futures for our country and our world drawn from the legacy of African American/Black and Puerto Rican/Latino experiences, intellectual thought, and culture. <b>LO8 EXAMINE</b> examples of African American/Black and Puerto Rican/Latino action in addressing issues impacting their communities. <b>LO9 IDENTIFY</b> resources and opportunities for active engagement, learning, and civic responsibility. <b>LO10 USE</b> the inquiry cycle to take informed action.	<b>EQ4 FREEDOM, JUSTICE, RESISTANCE</b> How have African American, Black, Puerto Rican and Latino(a) people fought for freedom and justice throughout history and today, and in what ways have their struggles been in solidarity with various other groups? <b>EQ5 SOCIETY, ECONOMY, AND CULTURE</b> How and in what ways have African American, Black, Puerto Rican and Latino(a) people shaped American society, economy, and culture? <b>EQ6 RADICAL IMAGINATIONS</b> What do African American, Black, Puerto Rican, and Latino(a) histories and cultures teach us about radically reimagining new possibilities and more just futures?	<b>3.1</b> The Age of Abolition: The Gradualist Period (1800 to 1830)  <b>3.2</b> The Militant Period (1830 to 1840)  <b>3.3</b> The Early & Late Political Periods (1840 to 1860)  <b>3.4</b> Civil War/The Great American Slave Rebellion (1861-65)	5 days  6 days  3 days  5 days

<p>End of October-Mid November (3 weeks)</p>	<p><b>Unit 4</b> Long, Long History for Equality (1865-1915)</p>	<p><b>Dimension 2 Applying disciplinary concepts and tools</b> CIV 9–12.3 Analyze the impact of constitutions, laws, treaties, and international agreements on the maintenance of national and international order. HIST 9–12.4 Analyze how historical contexts shaped and continue to shape people’s perspectives (e.g., immigration, labor, the role of women). <b>Dimension 3 Evaluating sources and using evidence</b> INQ 9–12.8 Identify evidence that draws information directly and</p>	<p><b>LO1 UNDERSTAND</b> the construct of race and why and how it was developed. <b>LO2 INVESTIGATE</b> the evolution and development of African American/Black and Puerto Rican/Latino identities, including intersections with Indigenous and other identities. <b>LO3 ANALYZE</b> how race, power, and privilege influence group access to citizenship, civil rights, and economic power. <b>LO4 EXAMINE</b> the scope and legacy of resistance that has been integral to African American, Black, Puerto Rican, and Latino(a) histories. <b>LO5 ARTICULATE</b> the integral role African American, Black, Puerto Rican and Latino(a) communities have played in shaping U.S. society, economy, and culture. <b>LO6 REIMAGINE</b> new possibilities and more just futures for our country and our world drawn from the legacy of African American/Black and Puerto Rican/Latino experiences,</p>	<p><b>EQ3 POWER</b> What do African American, Black, Puerto Rican, and Latino(a) histories reveal about the United States, its foundation, and how power is structured today? <b>EQ4 FREEDOM, JUSTICE, RESISTANCE</b> How have African American, Black, Puerto Rican and Latino(a) people fought for freedom and justice throughout history and today, and in what ways have their struggles been in solidarity with various other groups? <b>EQ5 SOCIETY, ECONOMY, AND CULTURE</b> How and in what ways have African American, Black, Puerto Rican, and Latino(a) people shaped American society, economy, and culture? <b>EQ6 RADICAL IMAGINATIONS</b> What do African American, Black, Puerto Rican, and Latino(a) histories and cultures teach us about radically reimagining new possibilities and more just futures? <b>EQ8 AGENCY AND CIVIC ENGAGEMENT</b> In what ways have African American/Black and Puerto Rican/Latino people demonstrated agency in developing organizations and strategies to address pressing issues in their communities? How can young people take informed action to address pressing issues in their own communities?</p>	<p><b>4.1</b> African Americans and the Reconstruction Era  <b>4.2</b> The Struggle Against Jim Crow  <b>4.3</b> Blacks and the Age of Imperialism  <b>4.4</b> Migration/ Exoduster Movement  <b>4.5</b> The Education of Blacks and Emergence of HBCUs  <b>4.6</b> The New Negro</p>	<p>5 days  2 days  2 days  2 days  2 days</p>
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		substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims.	intellectual thought, and culture. <b>LO7 EXPLORE</b> local and regional African American/Black and Puerto Rican/Latino communities and compare/contrast them with national histories. <b>LO8 EXAMINE</b> examples of African American/Black and Puerto Rican/Latino action in addressing issues impacting their communities. <b>LO9 IDENTIFY</b> resources and opportunities for active engagement, learning, and civic responsibility.			
December (2.5 weeks)	<b>Unit 5</b> Black Movement for Equality (1915-1965)	<b>Dimension 2 Applying disciplinary concepts and tools</b> CIV 9–12.1 Analyze the role of citizens in the U.S. political system, and the theory and practice of democracy in America. CIV 9–12.2 Evaluate the effectiveness of	<b>LO1 UNDERSTAND</b> the construct of race and why and how it was developed. <b>LO2 INVESTIGATE</b> the evolution and development of African American/Black and Puerto Rican/Latino identities, including intersections with Indigenous and other identities. <b>LO3 ANALYZE</b> how race, power, and privilege influence group access to citizenship, civil rights, and economic power.	<b>EQ3 POWER</b> What do African American, Black, Puerto Rican, and Latino(a) histories reveal about the United States, its foundation, and how power is structured today? <b>EQ4 FREEDOM, JUSTICE, RESISTANCE</b> How have African American, Black, Puerto Rican and Latino(a) people fought for freedom and justice throughout history and today, and in what ways have their struggles been in solidarity with various other groups? <b>EQ5 SOCIETY, ECONOMY, AND CULTURE</b> How and in what ways have African American, Black, Puerto Rican, and Latino(a) people shaped	<b>5.1</b> Great Migration <b>5.2</b> WWI and The Red Summer Riots <b>5.3</b> The Power of Black Art <b>5.4</b> A New Deal or a Raw Deal? <b>5.5</b> Organize and Agitate	2 days 2 days 2 days 2 days 2 days

		<p>citizens and institutions in solving social and political problems. ECO 9–12.3 Describe the possible consequences, both intended and unintended, of government policies to improve market outcomes.</p> <p><b>Dimension 4 Communicating concluding and taking informed action</b> INQ 9–12.8 Identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims.</p>	<p><b>L04 EXAMINE</b> the scope and legacy of resistance that has been integral to African American, Black, Puerto Rican, and Latino(a) histories. <b>L05 ARTICULATE</b> the integral role African American, Black, Puerto Rican, and Latino(a) communities have played in shaping U.S. society, economy, and culture. <b>L06 REIMAGINE</b> new possibilities and more just futures for our country and our world drawn from the legacy of African American/Black and Puerto Rican/Latino experiences, intellectual thought, and culture. <b>L07 EXPLORE</b> local and regional African American/Black and Puerto Rican/Latino communities and compare/contrast them with national histories. <b>L08 EXAMINE</b> examples of African American/Black and Puerto Rican/Latino action in addressing issues impacting their communities. <b>L09 IDENTIFY</b> resources and opportunities for active engagement,</p>	<p>American society, economy, and culture? <b>EQ6 RADICAL IMAGINATIONS</b> What do African American, Black, Puerto Rican, and Latino(a) histories and cultures teach us about radically reimagining new possibilities and more just futures? <b>EQ8 AGENCY AND CIVIC ENGAGEMENT</b> In what ways have African American/Black and Puerto Rican/Latino people demonstrated agency in developing organizations and strategies to address pressing issues in their communities? How can young people take informed action to address pressing issues in their own communities?</p>	<p><b>5.6</b> World War II <b>5.7</b> How The Women Organized and Agitated <b>5.8</b> How the Youth Organized and Agitated</p>	<p>1 day  2 days  2 days</p>
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			learning, and civic responsibility.			
Mid-December to Mid-January (3 weeks)	<b>Unit 6</b> Protest, Politics, and Power (1965-Present)	<b>Dimension 2 Applying disciplinary concepts and tools</b> HIST 9–12.6 Explain how the perspectives of people in the present shape interpretations of the past. CIV 9–12.14 Analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights. <b>Dimension 4 Communicating concluding and taking informed action</b> INQ 9–12.15 Use disciplinary and interdisciplinary lenses to understand the characteristics	<b>LO3 ANALYZE</b> how race, power, and privilege influence group access to citizenship, civil rights, and economic power. <b>LO4 EXAMINE</b> the scope and legacy of resistance that has been integral to African American, Black, Puerto Rican, and Latino(a) histories. <b>LO5 ARTICULATE</b> the integral role African American, Black, Puerto Rican, and Latino(a) communities have played in shaping U.S. society, economy, and culture. <b>LO6 REIMAGINE</b> new possibilities and more just futures for our country and our world drawn from the legacy of African American/Black and Puerto Rican/Latino experiences, intellectual thought, and culture. <b>LO7 EXPLORE</b> local and regional African American/Black and Puerto Rican/Latino communities and compare/contrast them with national histories. <b>LO8 EXAMINE</b> examples of African American/Black	<b>EQ3 POWER</b> What do African American, Black, Puerto Rican and Latino(a) histories reveal about the United States, its foundation, and how power is structured today? <b>EQ4 FREEDOM, JUSTICE, RESISTANCE</b> How have African American, Black, Puerto Rican, and Latino(a) people fought for freedom and justice throughout history and today, and in what ways have their struggles been in solidarity with various other groups? <b>EQ5 SOCIETY, ECONOMY, AND CULTURE</b> How and in what ways have African American, Black, Puerto Rican, and Latino(a) people shaped American society, economy, and culture? <b>EQ6 RADICAL IMAGINATIONS</b> What do African American, Puerto Rican, and Latino(a) histories and cultures teach us about radically reimagining new possibilities and more just futures? <b>EQ7 SPACE AND PLACE</b> In what ways have geographies shaped history, as well as been shaped by it? What are the African American/Black and Puerto Rican/Latino histories of our region, and how do they relate to broader histories? <b>EQ8 AGENCY AND CIVIC ENGAGEMENT</b> In what ways have African American/Black and Puerto	<b>6.1</b> Black Power: 1965-1975  <b>6.2</b> Black Politics  <b>6.3</b> Black Cultural Production  <b>6.4</b> Systemic Racism: 1965-Present  <b>6.5</b> Black Lives Matter Movement	3 days  3 days  3 days  3 days  3 days

		and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place.	and Puerto Rican/Latino action in addressing issues impacting their communities. <b>LO9 IDENTIFY</b> resources and opportunities for active engagement, learning, and civic responsibility. <b>LO10 USE</b> the inquiry cycle to take informed action.	Rican/Latino people demonstrated agency in developing organizations and strategies to address pressing issues in their communities? How can young people take informed action to address pressing issues in their own communities?		
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**Semester 2: Focus on Puerto Rican/Latino History**

Timeframe	Unit	Content Standards	Course Learning Objectives	Essential Questions	Lessons	Days
End of January-Beginning of February (2 weeks)	<b>Unit 1</b> Early Beginnings: Who Are We?	<b>Dimension 2 Applying disciplinary concepts and tools</b> HIST 9-12.3 Use questions generated about individuals and groups to assess how the significance of their actions changes over time and is shaped by the historical account.	<b>LO1 UNDERSTAND</b> the construct of race and why and how it was developed. <b>LO2 INVESTIGATE</b> the evolution and development of African American/Black and Puerto Rican/Latino identities, including intersections with Indigenous and other identities.	<b>EQ1 RACIAL FORMATION</b> How and why was the concept of race constructed? What is its impact on African American/Black and Puerto Rican/Latino people? <b>EQ5 SOCIETY, ECONOMY, AND CULTURE</b> How and in what ways have African American, Black, Puerto Rican, and Latino(a) people shaped American society, economy, and culture?	<b>1.0</b> Introduction/ Review of Semester Themes	1 day
						2 days
					<b>1.1</b> Latinos on Race: Living Between the Black and White Binary?	3 days
					<b>1.2</b> Latino Culture: The Multiple and Evolving Identities of Latinos	3 days

		<p>HIST 9-12.3 Analyze complex and interacting factors that influenced the perspectives of people during different historical eras.</p> <p>HIST 9-12.10 Detect possible limitations in various kinds of historical evidence and differing secondary interpretations.</p> <p>GEO 9-12.5 Analyze the reciprocal nature of how historical events and the spatial diffusion of ideas, technologies, and cultural practices have influenced migration patterns and the distribution of human population.</p>			<p><b>1.3</b> Where Do We Come From? African and Indigenous Diaspora in Latin America and in the Caribbean</p> <p><b>1.4</b> Geography: Puerto Rican and Latin American Migration</p>	4 days
February (2.5 weeks)	<b>Unit 2</b> Blood and Beauty	<b>Dimension 2</b> <b>Applying disciplinary concepts and tools</b>	<b>LO2 INVESTIGATE</b> the evolution and development of African American/Black and Puerto Rican/Latino identities, including	<b>EQ2 DIASPORAS</b> Who and what are the diverse people, places, and time periods that African American/Black and Puerto Rican/Latino include? What are	<b>2.1</b> The Tainos, Aztecs, Incas, and the Mayans: The critical hidden figures in	5 days

		<p>WHIST 9-12.6 Analyze the way in which the perspective of those writing history shaped the history that they produced. GEO 9-12.2 Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their political, cultural, and economic dynamics. USHIST 9-12.12 Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past.</p>	<p>intersections with Indigenous and other identities. <b>LO4 EXAMINE</b> the scope and legacy of resistance that has been integral to African American, Black, Puerto Rican, and Latino(a) histories.</p>	<p>the stories of the African, Black, Puerto Rican, and Latino(a) diasporas? <b>EQ4 FREEDOM, JUSTICE, RESISTANCE</b> How have African American, Black, Puerto Rican, and Latino(a) people fought for freedom and justice throughout history and today, and in what ways have their struggles been in solidarity with various other groups? <b>EQ5 SOCIETY, ECONOMY, AND CULTURE</b> How and in what ways have African American, Black, Puerto Rican, and Latino(a) people shaped American society, economy, and culture? <b>EQ7 SPACE AND PLACE</b> In what ways have geographies shaped history, as well as been shaped by it? What are the African American/Black and Puerto Rican/Latino histories of our region, and how do they relate to broader histories?</p>	<p>Puerto Rican and Latino history <b>2.2</b> Columbus and His Actions in the Caribbean <b>2.3</b> Bartolomé de Las Casas <b>2.4</b> Treatment of Indigenous by the Spanish <b>2.5</b> Anti-Latino Massacre Timeline <b>2.6</b> Scientific Experiments <b>2.7</b> Language Suppression in Puerto Rico, Latin America, and the U.S.</p>	<p>3 days 1 day 3 days 2 days 3 days 1 day</p>
End of February-March (5 weeks)	Unit 3 Sweat	<b>Dimension 2 Applying disciplinary</b>	<b>LO4 EXAMINE</b> the scope and legacy of resistance that has been integral to African American, Black,	<b>EQ4 FREEDOM, JUSTICE, RESISTANCE</b> How have African American, Black, Puerto Rican, and Latino(a) people fought for	<b>3.1 Emergence of Latin American Nations</b>	

		<p><b>concepts and tools</b></p> <p>HIST 9–12.4 Analyze how historical contexts shaped and continue to shape people’s perspectives (e.g., immigration, labor, the role of women).</p> <p>CIV 9–12.3 Analyze the impact of constitutions, laws, treaties, and international agreements on the maintenance of national and international order.</p> <p>CIV 9–12.2 Evaluate the effectiveness of citizens and institutions in solving social and political problems.</p> <p>ECO 9-12.1 Analyze how incentives influence choices that may result in policies with a range of costs</p>	<p>Puerto Rican, and Latino(a) histories.</p> <p><b>LO2 INVESTIGATE</b> the evolution and development of African American/Black and Puerto Rican/Latino identities, including intersections with Indigenous and other identities.</p> <p><b>LO3 ANALYZE</b> how race, power, privilege influence group access to citizenship, civil rights, and economic power.</p> <p><b>LO4 EXAMINE</b> the scope and legacy of resistance that has been integral to African American, Black, Puerto Rican, and Latino(a) histories.</p> <p><b>LO8 EXAMINE</b> examples of African American/Black and Puerto Rican/Latino action in addressing issues impacting their communities.</p> <p><b>LO9 IDENTIFY</b> resources and opportunities for active engagement, learning, and civic responsibility.</p> <p><b>LO10 USE</b> the inquiry cycle to take informed action.</p>	<p>freedom and justice throughout history and today, and in what ways have their struggles been in solidarity with various other groups?</p> <p><b>EQ5 SOCIETY, ECONOMY, AND CULTURE</b> How and in what ways have African American, Black, Puerto Rican, and Latino(a) people shaped American society, economy, and culture?</p> <p><b>EQ6 RADICAL IMAGINATIONS</b> What do African American, Black, Puerto Rican, and Latino(a) histories and cultures teach us about radically reimagining new possibilities and more just futures?</p> <p><b>EQ7 SPACE AND PLACE</b> In what ways have geographies shaped history, as well as been shaped by it? What are the African American, Black, Puerto Rican, and Latino histories of our region, and how do they relate to broader histories?</p>	<p><b>3-1.1</b> The Arrival of the Conquistadores and the Legacy of Colonialism</p> <p><b>3-1.2</b> Bringing the New Labor Force</p> <p><b>3-1.3</b> Evolution of Identities: Indigenous, Africans, and the Rest of People Who Wanted to be Part</p> <p><b>3-1.4</b> Race in Latin America: Caste or Social Hierarchy?</p> <p><b>3-2 Political Economy of Latin America</b></p> <p><b>3-2.1:</b> The Uneasy Neighbors: United States and Latin America Relations</p> <p><b>3-3 Puerto Rican Sweat: Legacy of US Colonialism</b></p>	<p>3 days</p> <p>2 days</p> <p>2 days</p> <p>2 days</p> <p>2 days</p> <p>1 day</p> <p>2 days</p> <p>2 days</p>
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		and benefits for different groups.			<p><b>3-3.1</b> Royal Decree of Graces of 1815: Why Is This Important?</p> <p><b>3-3.2</b> U.S. Occupation of the Island</p> <p><b>3-3.3</b> All of these Acts: Jones Act, the Foraker Act: Was this Interest Convergence</p> <p><b>3-3.4</b> Great Puerto Rican Debate: Nation, Commonwealth, and Its Relationship to the Island's Social and Economic Policies</p> <p><b>3-3.5</b> Role of the U.S. as a Neighbor/ Colonizer: The Economic Impact of Section 936, PROMESA, Hurricane Maria, and the Earthquake</p>	<p>2 days</p> <p>3 days</p>
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<p>April-Mid May (5 weeks)</p>	<p><b>Unit 4</b> Resistance</p>	<p><b>Dimension 2</b> <b>Applying disciplinary concepts and tools</b> HIST 9-12.5 Analyze how historical contexts shaped and continue to shape historical contexts. HIST 9-12.7 Analyze how current interpretations of the past are limited by the extent to which available historical sources represent perspectives of people at the times. CIV 9-12.2 Evaluate the effectiveness of citizens and institutions in solving social and political problems.</p>	<p><b>LO4 EXAMINE</b> the scope and legacy of resistance that has been integral to African American, Black, Puerto Rican, and Latino(a) histories. <b>LO5 ARTICULATE</b> the integral role African American Black, Puerto Rican, and Latino(a) communities have played in shaping U.S. society, economy, and culture.</p>	<p><b>EQ3 POWER</b> What do African American, Black, Puerto Rican, and Latino(a) histories reveal about the United States, its foundation, and how power is structured today? <b>EQ6 RADICAL IMAGINATIONS</b> What do African American, Black, Puerto Rican, and Latino(a) histories and cultures teach us about radically reimagining new possibilities and more just futures? <b>EQ8 AGENCY AND CIVIC ENGAGEMENT</b> In what ways have African American/Black and Puerto Rican/Latino people demonstrated agency in developing organizations and strategies to address pressing issues in their communities? How can young people take informed action to address pressing issues in their own communities?</p>	<p><b>4.1 Latin American Revolutions from Spain</b>  <b>4.1-1</b> Revolution in the Colonies: A Replication of the Liberté, Égalité, Fraternité (Liberty, Equality, Fraternity) <b>4.1-2</b> Revolt, Defiance, and Resistance From Spain  <b>4.2 20th Century Latin American Revolutions</b>  <b>4.2-1</b> Revolutions From Latin American <b>4.2-2</b> Puerto Rican Resistance and Defiance Throughout History <b>4.2-3</b> Resistance in Puerto Rican and Latin American History: Timeline</p>	<p>7 days  X days  X days 3 days  2 days  X days</p>
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					of the Movers and the Shakers	
					<b>4.3 Resistance in the U.S.</b>	3 days
					<b>4.3-1</b> Latino Resistance in the U.S.	2 days
					<b>4.4 Latino Civil Rights Movement</b>	1 day
					<b>4.4-1</b> The History of Latino Civil Rights Movement	
					<b>4.4-2</b> When You Try to Change Me, I End Up Changing You?	2 days
					<b>4.4-3</b> The Use of Arts for Transforming Societies and Mark the Latino Presence in the U.S.	
					<b>4.4-4</b> Protest and Resistance in Puerto Rican Art and Music	

Mid May- Early June (3 weeks)	<b>Unit 5</b> Where Are We Now?	<b>Dimension 2</b> <b>Applying disciplinary concepts and tools</b> HIST 9-12.16 Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past. GEO 9–12.5 Analyze the reciprocal nature of how historical events and the spatial diffusion of ideas, technologies, and cultural practices have influenced migration patterns and the distribution of human population. GEO 9-12. 6 Evaluate the impact of economic activities and political decisions on spatial patterns within	<b>LO1 UNDERSTAND</b> the construct of race and why and how it was developed.	<b>EQ5 SOCIETY, ECONOMY, AND CULTURE</b> How and in what ways have African American, Black, Puerto Rican and Latino(a) people shaped American society, economy, and culture?	<b>5.1</b> Puerto Rican Migration to Connecticut and Their Contributions	2 days
			<b>LO5 ARTICULATE</b> the integral role African American Black, Puerto Rican, and Latino(a) communities have played in shaping U.S. society, economy, and culture.	<b>EQ6 RADICAL IMAGINATIONS</b> What do African American, Black, Puerto Rican, and Latino(a) histories and cultures teach us about radically reimagining new possibilities and more just futures?	<b>5.2</b> Migration from other Latin American Countries to Connecticut and Their Contributions	1 day
			<b>LO6 REIMAGINE</b> new possibilities and more just futures for our country and our world drawn from the legacy of African American/Black and Puerto Rican/Latino experiences, intellectual thought, and culture.	<b>EQ8 AGENCY AND CIVIC ENGAGEMENT</b> In what ways have African American/Black and Puerto Rican/Latino people demonstrated agency in developing organizations and strategies to address pressing issues in their communities? How can young people take informed action to address pressing issues in their own communities?	<b>5.3</b> Accomplishments and Contributions of Latinos in the Military	2 days
			<b>LO9 IDENTIFY</b> resources and opportunities for active engagement, learning, and civic responsibility.		<b>5.4</b> Accomplishments and Contributions of Latino Inventors	2 days
			<b>LO10 USE</b> the inquiry cycle to take informed action.		<b>5.5</b> Accomplishments and Contributions of Latino Community Organizations	1 day
					<b>5.6</b> Latino Challenges in the U.S.:	1 day

		and among urban, suburban, and rural regions.			Immigration Stories from the Border	
					<b>5.7</b> Latino Challenges in the U.S.: Labor and Health	2 days
					<b>5.8</b> Latino Challenges in the U.S.: Education and Incarceration	2 days
					<b>5.9</b> The Beauty of Being Latino	3 days

Notes:

- Targeted Standards drawn from Connecticut Social Studies Framework.
- Timeframes are projected and will be informed by field study during initial year of implementation (2021-2022).
- Days are equivalent to one 45-minute period/class; adjustments will need to be made for high schools using block schedule/90-minute periods.



*Angela Chastain* - Founder  
765-404-2509  
angela@camellascupboard.com  
P.O. Box 1771  
New Milford, CT 06776

## Memo

**TO:** Brian McCauley, New Milford Board of Education Facilities Chair

**FROM:** Angela Chastain, Camella's Cupboard Executive Director

**DATE:** June 2, 2021

**RE:** Camella's Cupboard

At the November 2020 Board of Education meeting Camella's Cupboard received approval for exclusive use of the East St. Gymnasium through August 31, 2021. I am writing to request an extension on that exclusivity indefinitely.

While Camella's Cupboard isn't providing food to as many families as we were at this time last year, we are still providing double what we were prior to Covid. Utilizing the gym provides us adequate space for storage and packing. The gym space also allows us to offer volunteer opportunities for NMPS students with a Kid's Night for students ages 6-12 and a Teen Night for students 13-19. The gym also serves as a workspace for students from the Litchfield Hills Transition Center who currently volunteer two days a week during the school year, with a summer program planned, and additional days incorporated into the schedule for next fall.

Additionally, exclusive use of the gym allows us to safely and securely store the volume of food necessary to provide for our families and has been an invaluable resource to us that wouldn't be possible if the space were shared.

Our second request is to receive permission to place a Blessing Box at East Street School. A Blessing Box is an outdoor, micro food pantry placed in a public location that is available 24/7. The Boxes are private and discrete. Food is anonymously donated and anonymously received. Blessing Boxes hold non-perishable food items and other things that would be considered a Blessing to someone who finds themselves in need - diapers, toiletries, etc. The philosophy behind Blessing Boxes is "Take What You Need, Leave What You Can."

Here is a quick overview of how Blessing Boxes would function:

- The boxes would be free-standing and constructed to be as weather-tight and rodent-proof as possible.
- Each box would be "adopted" by a group that would oversee the pantry, agreeing to monitor items placed within at least once a week, and fill it as necessary.
- The Box would include a disclaimer sign as follows:  
*Items in this box have been anonymously donated. Camella's Cupboard, New Milford Public Schools, New Milford Board of Education, the Town of New Milford, donors, and volunteers associated with the Blessing Box assume no liability AND MAKE NO WARRANTY for the contents or quality of the items placed here. Partake at your own risk. **Camella's Cupboard and all of the aforementioned entities are not liable for any damages or losses associated with using this box.** Follow us on Facebook for a list of Box locations. Contact [info@camellascupboard.com](mailto:info@camellascupboard.com) for additional information.*
- Camella's Cupboard would construct the box, place the box completing any zoning requirements necessary, and assume upkeep or repair costs as necessary.
- Camella's Cupboard would list the box in online Blessing Box registries as well as on their Facebook page.

**SILVER / PETRUCELLI + ASSOCIATES**

*Architects / Engineers / Interior Designers*  
3190 Whitney Avenue, Hamden, CT 06518-2340  
Tel: 203 230 9007 Fax: 203 230 8247  
*silverpetrucelli.com*



February 6, 2021

Ms, Alisha DiCorpo  
Interim Superintendent of Schools  
New Milford Public Schools  
50 East Street  
New Milford, CT

Re: Architecture and Engineering Services Proposal  
Feasibility Study and Building Condition Assessment  
BOE Offices Relocation to Sarah Noble Intermediate School  
S/P+A Project No. 21.056

Dear Supt. DiCorpo:

With reference to our discussions on February 4, Silver / Petrucelli + Associates is pleased to submit this proposal to assist the New Milford Board of Education with the feasibility study to relocate the administrative staff offices and storage to Sarah Noble Intermediate School (SNIS) and to conduct a brief facility condition analysis of the school to convert a portion of the educational functions to the office functions for a long term. Our work will coordinate with MMI/SLR that is currently conducting the demographic needs of the school district and how the BOE office move might affect the school's long term educational and space planning. We will also reference and evaluate the State guidelines and State grant process for its potential applicability to the relocation and any related renovations.

We believe that the following services will be required to yield the study that the District has requested.

**EVALUATION/STUDY**

- Interview central office staff and SNIS educators for current needs and any anticipated changes with IS or central office programming.
- Conduct an architectural and MEP/FP engineering investigation of the proposed central office locations at SNIS and the engineering systems that serve those areas.
- Collect existing drawings of the school and conduct rough field measurements/observations to update the plans into CAD base plans for the study graphics
- Generate a brief programming summary of the District staff space needs and the changes to the SNIS space needs that recognize the staff move but also anticipate demographic or educational programming changes
- Generate a floor plan showing how the district offices can be organized in the school and the resultant changes to the school functions.

Ms, Alisha DiCorpo  
Feasibility Study and Building Condition Assessment  
BOE Offices Relocation to Sarah Noble Intermediate School  
February 6, 2021

- We will conduct a code check of the proposed plans against current building and fire codes to generally determine the viability of the proposed change or use and the related plans. This code check will include confirming that there are sufficient restrooms for both district staff and the condensed school functions.
- We will PDF the programming summary and proposed plan and review the information via a virtual video conference (Zoom or others) to discuss the planning, collect your ideas and discuss alternative options, etc.
- Revise the plans per the virtual conference and develop architectural and engineering narratives that describe the work represented in the revised plans and report on new BOE facility deficiencies and needs
- Develop opinions of probable construction costs at this schematic level that further describe the work and the costs related to the renovations and improvements as well as State grant potential.
- We will review the schematic report, estimates and plans virtually with your team, create a PDF master and develop a PowerPoint presentation with results and recommendations, making edits as requested.
- We will be glad to attend one live or virtual BOE meeting to present findings and recommendations

#### **SERVICES NOT INCLUDED**

We are capable of providing a wide range of additional services should you require the assistance, or should the project scope be revised. These services include:

1. Schematic Design, Design Development, Construction Document or Construction Administration Services
2. Site, Civil or Structural engineering services.
3. State Department of Education Grant Application Development or PREP meetings
4. Hazardous material testing, design or construction administration phase services.

#### **COMPENSATION**

For the services listed herein, we propose a fixed fee of Six Thousand, Six Hundred (\$6,600) which includes all customary reimbursable expenses such as travel, transmission of electronic data files and any progress printing.

Any additional services that you may require during the project can be compensated on an hourly cost plus basis, in accordance with the attached "Standard Hourly Rate Schedule". If the scope is well defined, a mutually agreeable fixed fee can be negotiated. All other terms of our agreement will be in accordance with the Owner/Architect Agreement that we have completed with the Town for the New Milford High School roof replacement project.

Invoices will be submitted monthly and shall be in proportion to the services provided. Payment is due within 30 days of receipt of invoice, with late charges assessed at the maximum permitted by state law.

If this proposal is acceptable, your signature below is acceptable, or you may attach a Purchase Order to this. We appreciate the opportunity to work with you on this important project. If you have any questions, please do not hesitate to contact me.

Sincerely,

Dean A. Petrucelli, AIA  
Principal

Accepted: \_\_\_\_\_ Date: \_\_\_\_\_  
New Milford Public Schools

**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: 6/3/2021  
Re: SNIS Oil Tank

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Back in April, it was recommended to remove the 10,000 gallon underground tank, and not to replace it at this time. The reason behind the recommendation is that there's insufficient funds allocated for a replacement. Also, the generator has a 500 gallon belly tank that can provide 20 - 21 hours of runtime which can be refueled by the town or NMPS Facilities during an emergency situation.

At the May Municipal Building Committee meeting, we were informed that the BOE would have to fill out and submit the application for state construction reimbursement. There is no timeline for the submission for this application, but we will be looking to submit this application ASAP to get this project back on track.

## 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: 6/3/2021  
Re: NMHS Roof Project Update

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On June 3, the Municipal Building Committee met to discuss the bid for the New Milford High School roof. The standing seam roof bids came in over budget. At this time, the Town of New Milford will be looking to see if they have the funds to move forward with the standing seam roof, or go with a less expensive option of a shingled roof. The Mayor will be looking to meet with the Board Chair to go over these options once he speaks with his Finance Director. Once this decision is made, work will start as soon as possible and probably go into the school year. Below is a copy of the vendors and bid results.

### New Milford High School Roof Replacement

Bid Opening: June 3, 2021 @3:30  
3-Jun-21

Contractor:	Base Bid:	Days start/finish	Flat Roof	Sloped Roof	Deduct Alt (shingle)	Days
United Roofing/Sheet Metal	\$4,548,000	60/400	\$720,000	\$3,828,000	(\$919,000)	decrease 30
Young Developers	\$4,837,000	30/90	\$787,000	\$4,050,000	(\$1,440,000)	0
Barrett Roofing	\$4,738,300	30/365	\$1,007,985	\$3,675,950	(\$900,000)	increase 150
Greenwood Roofing	\$5,246,000	14/60	\$425,000	\$4,821,000	(\$1,048,000)	\$0
Silktown Roofing	\$6,469,000	21/120	\$797,000	\$5,672,000	(\$1,924,000)	\$0



**TO: Alisha DiCorpo, Superintendent**  
**FROM: Anthony J. Giovannone, Director of Fiscal Services and Operations**  
**Date: June 4, 2021**  
**RE: End of Year Balance 2020-21**

The chart below restates the fiscal year end balance projection provided last month along with an updated projection as of May 31, 2020. Adjustments were made based upon:

- tracking of all operating line encumbrance and expenditures as part of the original operating budget since the last projection
- removal of some "end of the year projects" originally slated to come from the year end balance that are now recommended to come from Capital Reserve instead
- revised Excess Cost final numbers pending payment 2 of 2

FISCAL YEAR END 20/21 PROJECTION		
MAJOR OBJECT CODE DESCRIPTION	PROVIDED AS OF 4/30/21	REFRESH AS OF 5/31/21
SALARIES	1,007,578	1,273,095
BENEFITS	169,416	117,291
PROFESSIONAL SERVICES	347,911	220,223
PROPERTY SERVICES	110,563	82,560
OTHER SERVICES	94,949	142,596
SUPPLIES	231,973	226,209
CAPITAL	0	-9,297
DUES AND FEES	15,958	23,484
REVENUE	147,587	284,202
TOTAL	2,125,935	2,360,363
PERCENT OF BUDGET	3.30%	3.66%

Any amount unspent at the end of the fiscal year is at the Board's discretion to request of the Town Council and Board of Finance, that such funds be put into one of the following pending the final audit:

- The already established COVID account - my recommendation is to allocate no more than \$200,000 (*subject to audit*) to this account based on the current balance of our local COVID funds and the forthcoming grant funding tied to COVID.
- Contribution towards Turf Field Replacement - my recommendation is for a contribution in the amount of \$100,000 (*subject to audit*) which is double the contribution the Board had made in 17/18 and 18/19.
- Capital Reserve account for projects - my recommendation is that the remaining balance in the amount of \$2,060,363 (*subject to audit*) from our projected fiscal year end balance be requested to go to this account.



## 5 Sources of Funding - COVID Related Expenses

Source #1 - Local Funds		Source #2 - ESSER Grant (CARES Act)		Source #3 - Coronavirus Relief Funds		Source #4 - ESSER II Grant (CRRSA Act)		Source #5 - ESSER III Grant (ARP Act)	
\$200,000.00	18/19 FYE Balance								
\$2,910,097.00	19/20 FYE Balance	\$269,350.94	NMPS Allocation	\$189,617.00	NMPS Allocation	\$1,333,864.00	NMPS Allocation	\$2,586,435.00	NMPS Allocation
\$3,110,097.00	Total Appropriated*								
\$2,308,938.06	Expenses To Date**	\$269,350.94	Expenses To Date	\$189,617.00	Expenses To Date		Expenses To Date		Expenses To Date
\$135,254.67	Current Encumbrances	\$0.00	Current Encumbrances	\$0.00	Current Encumbrances	<b>APPLICATION APPROVED 6/2/21</b>	Current Encumbrances	<b>TBD</b>	Current Encumbrances
<b>\$665,904.27</b>	<b>Available Balance***</b>	<b>\$0.00</b>	<b>Available Balance</b>	<b>\$0.00</b>	<b>Available Balance</b>		Available Balance		Available Balance

\* as per 18/19 & 19/20 Audit(s) with multi-board approvals already completed

\*\* captures purchases approved prior to 4/31/21 including Food Service in the amount of \$295,172

\*\*\* after Town completed requested transfer in the amount of \$787,385 (see Audit memo to Board - February 2021)



REVISED LOCAL COVID BUDGET FOR FISCAL YEAR 21/22 \*

SALARIES		PROFESSIONAL SERVICES		PROPERTY SERVICES	
10 Sanitation Attendants	\$122,175	Google Voice	\$8,507	Storage Trailers	\$3,270
2.5 Nurse ParaEducators	\$55,960			Tents, tables and chairs @ NMHS for lunch overflow	based on \$9,695
				Tents, tables and chairs @ SMS for lunch overflow	8 week quote \$9,282
\$178,135		\$8,507		\$12,965	

SUPPLIES		EQUIPMENT	
Cleaning Supplies	\$28,500	2 additional cafeteria tables @ HPS	\$3,000
PPE Supplies - Students (includes Singer & Musician) & Staff (includes Nurse needs)	TBD	Upgraded cafeteria partitions District wide	\$46,000
		Upgraded tabs for cafeteria partitions District wide	\$3,000
\$28,500		\$52,000	

<b>GRAND TOTAL</b>	<b>\$280,107</b>
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\*As mentioned this month at the Facilities Subcommittee of June 2021, this request will provide us approval to purchase items pending the regulations that maybe in place when the new school year begins.



**TO:** Alisha DiCorpo, Superintendent  
**FROM:** Anthony J. Giovannone, Director of Fiscal Services and Operations  
**Date:** June 7, 2021  
**RE:** 2020-21 Capital Projects

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### **Previously Discussed Projects**

Due to the time constraints of fiscal year end and lead time on materials that vendors require, I am recommending that the following projects be funded from the Capital Reserve account of the Board of Education (BOE):

- NMHS Electric Sign \$45,229
- NMHS Gym Floor Dry Scrub and Resurface \$8,675
- Architectural Study \$6,600 estimate attached on pages 2-3 of this memo. Also included is a preliminary quote on pages 4-9 of this memo, beyond the study, that includes construction estimates for informational purposes. Only the \$6,600 study is recommended for funding at this time.

### **New Projects**

Additionally I recommend that the BOE setup a separate project, funded via the Capital Reserve account, to satisfy the local portion required for the forthcoming State of CT Security Grant. The total amount is \$435,352.16 and the State will fund 53.65%, or \$233,566.43 of this project. This means the local funding for this project required will be in the amount of \$201,785.73 once approved.

### **Funding Mechanics**

To request each project individually, this will allow for the setup and tracking of each these project within MUNIS but they all require Town approval(s) for withdrawal. As of 5/31/21 the amount available in the BOE Capital Reserve account totals \$550,869. The funding for these projects would draw down that balance further. To replenish this account for these projects the BOE would submit to the Town to have a portion of the fiscal year end 20/21 balance be deposited back into the Capital Reserve account.

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

**SILVER / PETRUCELLI + ASSOCIATES**

*Architects / Engineers / Interior Designers*  
3190 Whitney Avenue, Hamden, CT 06518-2340  
Tel: 203 230 9007 Fax: 203 230 8247  
*silverpetrucelli.com*



February 6, 2021

Ms, Alisha DiCorpo  
Interim Superintendent of Schools  
New Milford Public Schools  
50 East Street  
New Milford, CT

Re: Architecture and Engineering Services Proposal  
Feasibility Study and Building Condition Assessment  
BOE Offices Relocation to Sarah Noble Intermediate School  
S/P+A Project No. 21.056

Dear Supt. DiCorpo:

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We believe that the following services will be required to yield the study that the District has requested.

**EVALUATION/STUDY**

- Interview central office staff and SNIS educators for current needs and any anticipated changes with IS or central office programming.
- Conduct an architectural and MEP/FP engineering investigation of the proposed central office locations at SNIS and the engineering systems that serve those areas.
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Ms, Alisha DiCorpo  
Feasibility Study and Building Condition Assessment  
BOE Offices Relocation to Sarah Noble Intermediate School  
February 6, 2021

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- Revise the plans per the virtual conference and develop architectural and engineering narratives that describe the work represented in the revised plans and report on new BOE facility deficiencies and needs
- Develop opinions of probable construction costs at this schematic level that further describe the work and the costs related to the renovations and improvements as well as State grant potential.
- We will review the schematic report, estimates and plans virtually with your team, create a PDF master and develop a PowerPoint presentation with results and recommendations, making edits as requested.
- We will be glad to attend one live or virtual BOE meeting to present findings and recommendations

#### **SERVICES NOT INCLUDED**

We are capable of providing a wide range of additional services should you require the assistance, or should the project scope be revised. These services include:

1. Schematic Design, Design Development, Construction Document or Construction Administration Services
2. Site, Civil or Structural engineering services.
3. State Department of Education Grant Application Development or PREP meetings
4. Hazardous material testing, design or construction administration phase services.

#### **COMPENSATION**

For the services listed herein, we propose a fixed fee of Six Thousand, Six Hundred (\$6,600) which includes all customary reimbursable expenses such as travel, transmission of electronic data files and any progress printing.

Any additional services that you may require during the project can be compensated on an hourly cost plus basis, in accordance with the attached "Standard Hourly Rate Schedule". If the scope is well defined, a mutually agreeable fixed fee can be negotiated. All other terms of our agreement will be in accordance with the Owner/Architect Agreement that we have completed with the Town for the New Milford High School roof replacement project.

Invoices will be submitted monthly and shall be in proportion to the services provided. Payment is due within 30 days of receipt of invoice, with late charges assessed at the maximum permitted by state law.

If this proposal is acceptable, your signature below is acceptable, or you may attach a Purchase Order to this. We appreciate the opportunity to work with you on this important project. If you have any questions, please do not hesitate to contact me.

Sincerely,

Dean A. Petrucelli, AIA  
Principal

Accepted: \_\_\_\_\_ Date: \_\_\_\_\_  
New Milford Public Schools



February 15, 2021

Ms. Alisha DiCorpo  
Interim Superintendent of Schools  
New Milford Public Schools  
50 East Street  
New Milford, CT

Re: Architecture and Engineering Services Proposal  
Architectural & Engineering Services Proposal: Schematics thru Const Admin  
BOE Offices Relocation to Sarah Noble Intermediate School  
S/P+A Project No. 21.056

Dear Superintendent DiCorpo: *Alisha*

With reference to our discussions on February 4, and our emails of February 9, Silver / Petrucelli + Associates is pleased to submit this proposal to assist the New Milford Public Schools (NMPS) with the preparation of schematic designs, construction documents, bid phase and construction administration services to relocate the administrative staff offices and storage spaces to Sarah Noble Intermediate School (SNIS). This study is currently being conducted by MMI/SLR to determine the facility condition and potential to convert a portion of the educational space to the administrative functions for a long term.

Since the MMI/SLR work is not yet underway, this proposal is a bit speculative but anticipates that 15,000 SF of classrooms are going to be modified for office uses. If the study doesn't include evaluating the State grant process for its potential applicability to the relocation and any related renovations, we will do that early in our process.

Our fee proposal is based on the general scope of work of interior conversion projects that we have completed often, with an estimated construction budget of \$2,250,000 before any SCG grant reimbursement. Our work will involve coordinating our services with the Board of Education's environmental consultant, addressing the hazardous material testing and potentially any design services that may be required by the New Milford or CT Departments of Health, regulating demolished materials containing hazardous materials.

Based on our knowledge of the school and our service to similar projects like these in the state and our familiarity with your review and approval process, we believe the following services are necessary to complete this project:

## BASIC SERVICES

### Phase I – Schematic Design

1. We will initiate this phase of the project with a scope affirmation review with you and the administrators and educators at the school to verify the details that will be recommended in the SLR report so that our understanding of the district's expectations and goals is complete and up to date. We will also doublecheck the Board of Education's review and approval needs during the project and develop a master schedule that we will both operate under.
2. We will review in greater detail the as-built or as-designed plans and documents provided by NMPS for the facility, confirming the information in the field with more detailed visits to the building. We will review all of the current site conditions and details at the building, including exploratory analysis of the existing structure. We will also review the conditions of the interior spaces where significant 'space changing' improvements are being anticipated.
3. Our field verifications and findings will be documented in CAD to serve as the base plans for all design and construction work. We will evaluate the building and accessibility codes in greater detail and especially the 'change in use' codes and those anticipated to be in effect at the time of bidding for the project. We will contact the code officials as required to review their requirements and our plan of action and any unique details.
4. Our field investigations will serve as the primary basis for the renovation and improvement program and the specific construction and material options with the program team, potentially developing a list of alternatives that might be analyzed for economic and technical compliance with the project budget while meeting the schedule requirements.
5. We will evaluate and present one or more layout options and engineering solutions in narrative form if graphics do not suffice, and detailed estimates will also be generated at the end of this phase.
6. We will coordinate the efforts of our entire design team, including your environmental engineering services consultant necessary to sample the interior or exterior materials if hazardous materials are present in the systems being removed. As we discussed, our proposal does not include the environmental asbestos hazard identification services nor environmental engineering services necessary to specify the removal of hazardous materials, if any are found. These services shall be contracted for directly by New Milford Public Schools.
7. Schematic design documents will include a cover sheet, overall and enlarged plans and representative sections/details. Outline specifications will also be included in this submission. We will also provide calculations and other narrative information on the selected designs ready for further development of the project. We will develop the opinions of probable construction cost beyond the study level for review; delineating separate add alternates for significant elements could be integrated into the project should bidding prove to be advantageous to NMPS or the Town.

### Phase II - Construction Documents

1. With your approval of the schematic design phase, we will field verify more and detailed existing conditions, determining the conditions of the utility systems as well as the architectural and engineering features that need structural and/or ADA modifications that will influence the engineering designs around the building.

Ms. Alisha DiCorpo  
Architectural & Engineering Services Proposal: Schematics thru Const Admin  
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2. We will prepare construction documents, including plans, interior elevations of detailed spaces, sections, details, schedules and specifications, suitable for competitive bidding and per standards established by the BOE. Our engineering details will cover the HVAC, plumbing, fire protection and electrical systems that are affected by the renovations and modifications. We have anticipated that this will be a design/bid/build process soliciting bids from general contractors.
3. The construction documents will reflect the construction phasing that will be constructed during the summer of 2021 and into the fall.
4. A final construction cost estimate will be prepared detailing the labor and materials as well as related general condition costs that are customary for a project of this size and scope. The estimates will reflect anticipated escalation costs due to project phasing.
5. Once the construction documents have been quality reviewed in-house and approved, we will revise the plans as required to complete the construction documents, submitting the PDFs to you for review and distribution to potential bidders or for your bid set printing.
6. We don't anticipate any need for local land-use and/or regulatory approvals, such as site work or wetlands.

#### Phase III - Bid Phase

1. We will assist you and the Town's Purchasing team during the bid period by responding to contractor's inquiries and requests for additional information or approval of material substitutions.
2. Addenda will be prepared as required to clarify the scope of the work and specifications of material, products, and the execution of the work.
3. We will attend the pre-bid meeting with the contractors. At your request, we will review the bid proposals scanned to us, preparing a bid summary for your review. We will also check the contractor's references and work experience, as well as verifying the completeness of the bid submissions.
4. If requested, we will submit a recommendation for award of the contract and of course be available to the Board of Education or Building Committee for any virtual meetings to discuss this information.
5. It is anticipated that the project will be bid as one project with one phase during the course of 2021, with the bulk of the construction taking place during the summer break.

#### Phase IV - Construction Administration

1. We will tailor our construction administration services as required to provide the full range of services for the project. Our services will include:

Shop drawing review and approval  
Design modifications and sketch preparation  
Requisition review and approval  
Attend project coordination and progress meetings  
Contract interpretation and response to inquiries

Ms. Alisha DiCorpo  
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Change order review and preparation

As built review and transmittal (reviewing the general contractor's field notes and markups)

Punchlist and contract closeout

2. We will attend the construction kickoff meeting and conduct once per week site visits (assuming a 5 month active construction schedule) to review the contractor's work and installation, preparing reports of the quality and workmanship for your review and action.
3. We will conduct (2) punch list/final observation visits to determine if the work is complete and in compliance with the contract documents. We will review the contractor's as-builts for completeness and accuracy and forward them to you along with close out documents, warranties and Operations and Maintenance Manuals for your future reference.

### SERVICES NOT INCLUDED

We are capable of providing a wide range of additional services should you require the assistance or should the project scope be revised. These services include:

1. Environmental Engineering that includes testing, specification, and abatement removal oversight
2. CT School Construction Grant processes
3. Printing Bid or Permit Sets (PDFs of all graphics and reports will be provided for your convenient use and sharing). We will provide you with (2) bound records set for your use during bidding and construction.
4. Structural and Geotechnical Engineering services
5. Acoustical Engineering
6. Energy modelling and life cycle analyses
7. Furniture, fixtures and equipment (FF+E) design services.
8. Separate bid packages

### COMPENSATION

For the services described above, we propose a fixed fee broken into the separate components as follows:

Schematic Design	\$ 33,750
Construction Documents	\$ 67,500
Bid Phase Services	\$ 6,750
Construction Administration	<u>\$ 27,000</u>
Total Fee	\$135,000

Our fee can be adjusted based on the actual construction cost estimates that are developed in the schematic design process. These proposed fees include in state travel, intra-office progress printing and standard mailing. Express mailing or next day delivery services will be reimbursable.

Any additional services that you may require during the project can be compensated on an hourly cost-plus basis, in accordance with the "Standard Hourly Rate Schedule" that is attached for your reference. If the scope is well defined, a mutually agreeable fixed fee can be negotiated. All other terms of our agreement will be in accordance with the "Standard Form of Agreement Between Owner and Architect", AIA Document B101 which we have already executed with New Milford for the High School project.

Ms. Alisha DiCorpo  
Architectural & Engineering Services Proposal: Schematics thru Const Admin  
BOE Offices Relocation to Sarah Noble Intermediate School  
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#### SCHEDULE

We are ready to begin this assignment within one-two weeks of your authorization to proceed and we will develop a project schedule for your review and consideration right away thereafter.

We appreciate this opportunity to once again work with you on this significant project and please do not hesitate to contact me should you have any questions regarding this matter.

Sincerely,

A handwritten signature in blue ink, appearing to read 'D. Petrucelli', with a stylized flourish at the end.

Dean A. Petrucelli, AIA  
Principal



## **STANDARD HOURLY RATES**

**2021**

<b><u>Personnel</u></b>	<b><u>Hourly Rate</u></b>
Principal/Project Manager	\$206
Principal/Project Architect	\$191
Principal Civil Engineer	\$210
Principal M/E Engineer	\$206
Principal Structural Engineer	\$176
Sr. Structural Project Engineer	\$146
Sr. Project Engineer/Manager	\$179
Civil Engineer	\$146
Architect	\$153
Interior Designer	\$118
Landscape Architect	\$192
Construction Administrator/Building Official/Fire Marshal	\$133
Architectural Designer/Job Captain/Specification Writer	\$128
Project Engineer	\$118
Civil CADD Operator	\$106
Engineering Designer	\$110
Architectural Draftsperson	\$103
Clerical/Word Processing	\$89



**TO: Alisha DiCorpo, Superintendent**  
**FROM: Anthony J. Giovannone, Director of Fiscal Services and Operations**  
**Date: June 4, 2021**  
**RE: Annual Emergency Preparedness Report 2020-2021**

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BOE Policy 3516.3 stipulates that the Superintendent of Schools shall “provide an annual report to the Board of Education summarizing the district’s activities regarding school security and safety”. It is the purpose of this document to review the past year.

Below is a list of security related activities that took place during the year. It is provided as a summary and does not include all activities but rather is offered to provide a view of the breadth and scope of activities covered:

Activities within the Schools

1. Fire Drills & lock downs at each school.
2. Visitor registration system continues at each school.
3. Continued support of SRO's and Security Monitors with the new addition of School Safety Officers.

Collaboration with the Town of New Milford

1. Collaboration with Police Force.
2. Visits from Canine Patrol.
3. Walkthrough of schools with the Town-Wide Emergency Planning Committee including first responders.

New Milford Board of Education District Wide Activities

1. Continued participation in the statewide CIRMA Risk Management Advisory with the Town of New Milford.
2. Continued Internet infrastructure storage and backup(s).
3. Online training resources for staff.
4. Began the application process connected to reimbursement of funds from the State of Connecticut Security grant program that will provide the Board of Education with funding in the amount of \$233,566.43.

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

**MEMORANDUM  
NEW MILFORD PUBLIC SCHOOLS  
Office for Student Affairs**



**Laura M. Olson**  
Director of Pupil Personnel and Special Services

**To: Alisha DiCorpo**  
**From: Laura Olson, PPS Director & Sandra Sullivan, Food Services Director**  
**Date: 6/2/21**  
**Re: Wellness Policy Triennial**

The New Milford School District has recently conducted an assessment of our Wellness Policy. By Federal Law requirements, districts are required to complete the evaluation every three years. The assessment determines:

Compliance with our wellness policy,  
How the wellness policy compares to a model wellness policy, and  
Progress made in attaining the goal of the wellness policy.

**Federal Compliance Standards are indicated with an asterisk (\*) and must be reflected in NMPS Policy and Practice.**

**Section 1: Nutrition Education Strengths**

- \*Our goals for nutrition education are designed to promote student wellness.
- Education is provided through skill based, behavior-focused, interactive methods (ex. Gr 4 “Anatomy of a Food Label”).
- Sequential and comprehensive nutrition education is provided to elementary, middle school and high school students.
- Nutrition education is integrated into other lessons (ex. Plant patch, Scholastic news).
- Nutrition education is linked with the school environment (ex. “Eat the Rainbow” Gr 3 lessons).
- Nutrition education is integrated into the school environments (ex. “gas packed soup”, salad pyramid, school garden).

**Section 1: Nutrition Education Weaknesses**

- No weaknesses in practice or policy were identified when compared to a model policy and practice.

**Section 2: Standards for USDA Child Nutrition Programs and School Meals Strengths**

- The district is in full compliance of the Healthy Hunger Free Kids Act (HHFKA).\*
- Breakfast is offered every day in all five schools.

- \*The district ensures there is no overt identification of students receiving free/reduced meals through the Nutrikids point of sale system.
- Students have access to all meals regardless of their ability to pay. Unpaid balances are handled by the district administration.
- Information regarding eligibility for free/reduced priced meals is provided through the newspaper, district newsletter, district website, emails, school offices and nutrition office.
- Strategies to increase participation in the school meals program include menu promotions, taste tests, farm to school, seasonal celebrations, multiple meal choices, rainbow trays, signage, artwork atmosphere, online payments, Twitter, kindergarten info meeting.
- Breakfast is available as students arrive at school. Lunch periods are 25 minutes. Sit down time will vary depending on menu items and participation.
- \*Water fountains are available in all cafeterias.
- Monthly training occurs in order to meet the USDA Professional Standards.
- Procuring locally produced foods is a priority for school meals.

## **Section 2: Standards for USDA Child Nutrition Programs and School Meals Weaknesses**

- \*District takes steps to protect the privacy of students who qualify for free or reduced priced meals.(Policy Weakness)
- \*Free drinking water is available for all meals.(Policy Weakness)
- \*Ensure annual training for food and nutrition services staff in accordance with USDA Professional Standards. (Policy Weakness).

## **Section 3: Nutrition Standards for Competitive and Other Foods and Beverages Strengths**

- \*All competitive foods sold to students meet the Healthy Food Certification/Smart Snacks nutrition standards and it is a current practice to access foods on the Connecticut State Department of Education website to see if they can be sold.
- \*Competitive food/beverages sold a la carte in the cafeteria, vending machines, school stores and through fundraisers during the school day and/or sold in the cafeteria.
- The district participates in the CT exemption policy for food and beverages sold that do not have to meet the Smart Snacks standards. This is both in practice and policy.
- All food and beverages sold at the high school are caffeine free as stated in the policy.
- Both practice and policy address foods sold to students after the school day. The district participates in the CT exemption policy.
- Food is not used as a reward in both practice and policy.

## **Section 3: Nutrition Standards for Competitive and Other Foods and Beverages Weaknesses**

- \*The language in the policy needs to be updated to address competitive food/beverages sold to students during the school day. (Policy Weakness)
- Policy language does not address how and where to check food/beverage items to see if it can be sold to a student.

- \*Policy language needs updating to address all competitive foods/beverages sold a la carte to students in the cafeteria, vending machines, school stores and fundraisers. (Policy Weakness)
- \*There are food-based celebrations and food is purchased through the cafeteria to ensure it meets the CT Nutrition Standards; however the policy language is vague. (Policy and Practice Weakness)
- Policy does not specifically address foods served after the school day.
- Students have access to water throughout the day, however, the policy does not address this.

#### **Section 4: Physical Education and Physical Activity Strengths**

- There is a written physical education curriculum for grades K-12 and it is aligned with national and/or state education standards.
- Physical education promotes physically active lifestyles in both practice and policy.
- Policy and practice addresses recess for all elementary students.

#### **Section 4: Physical Education and Physical Activity Weaknesses**

- Does not address time per week of physical education instruction for all elementary, middle and high school students in policy.
- Does not fully address training for PE teachers in policy. Policy does not address physical education exemption or substitution requirements for all students.
- Policy does not fully address family and community engagement in physical activity opportunities at all schools.
- Policy does not fully address before and after school activity for all students including clubs, intramural, interscholastic opportunities.
- There are shared-use agreements for physical activity participation, but not explicit in the policy (ex NMHS weight room).
- There is no policy for active transport for all K-12 students who live within walkable/bikeable distance.

#### **Section 5. Wellness Promotion and Marketing Strengths**

- The policy explicitly states that physical activity is to never be used as punishment or be withheld as punishment.
- \*Policy and practice explicitly restricts marketing on the school campus during the school day to only those foods and beverages that meet Smart Snack standards.

#### **Section 5. Wellness Promotion and Marketing Weaknesses**

- Policy broadly encourages staff to model healthy eating, physical activity, and supports staff wellness.
- The following areas are practiced in the district, but not explicitly stated in the policy:
  - There are no foods marketed on school property or during the school day
- There are no foods marketed in educational materials, including electronic education materials, but not explicitly stated in the policy.

- There is not a practice or policy that addresses marketing through fundraisers and corporate-incentive programs (e.g. fundraising programs which encourage students and their families to sell, purchase, or consume products and corporate incentive programs that provide funds to schools in exchange for proof of purchases of company producers, such as Box Tops For Education).

## **Section 6. Implementation, Evaluation and Communication Weaknesses**

- \*Addresses how all relevant stakeholders will participate in the development, implementation, and periodic review and update of the local wellness policy. (Policy Weakness)
- \*Identifies the officials responsible for the implementation and compliance of the local wellness policy. (Policy and Practice Weakness).
- \*Addresses making the wellness policy available to the public. (Policy Weakness).
- \*Addresses the assessment of the district implementation of the local wellness policy at least every three years. (Policy and Practice Weakness).
- \*Triennial assessments results will be made available to the public and will include a plan for updating policy based on results of the triennial assessment. (Policy and Practice Weakness).

## Local School Wellness Policy Triennial Assessment

### Worksheet 1: Scorecard for WellSAT 3.0





This document assists local educational agencies (LEAs) with meeting the U.S. Department of Agriculture's (USDA) triennial assessment requirements for the local school wellness policy (LSWP). For information on the triennial assessment process, review [Guidance for School Wellness Policy Triennial Assessment](#). For additional worksheets, visit the “[Monitoring and Evaluation](#)” section of the CSDE's School Wellness Policies webpage.









Federal Requirement

Section 1: Nutrition Education (NE)			Score
	NE1	Includes goals for nutrition education that are designed to promote student wellness.	2
	NE2	Nutrition education teaches skills that are behavior focused, interactive, and/or participatory.	2
	NE3	All elementary school students receive sequential and comprehensive nutrition education (mark as N/A if district does not have elementary schools).	2
	NE4	All middle school students receive sequential and comprehensive nutrition education (mark as N/A if district does not have middle schools).	2
	NE5	All high school students receive sequential and comprehensive nutrition education (mark as N/A if district does not have high schools).	2
	NE6	Nutrition education is integrated into other subjects beyond health education.	1
	NE7	Links nutrition education with the food environment.	1
	NE8	Nutrition education addresses agriculture and the food system.	0

## Worksheet 1: Scorecard for the WellSAT 3.0

Section 2: Standards for USDA Child Nutrition Programs and School Meals (SM)			Score
	SM1	Assures compliance with USDA nutrition standards for reimbursable school meals.	2
	SM2	Addresses access to the USDA School Breakfast Program.	0
	SM3	District takes steps to protect the privacy of students who qualify for free or reduced priced meals.	0
	SM4	Addresses how to handle feeding children with unpaid meal balances without stigmatizing them.	0
	SM5	Specifies how families are provided information about determining eligibility for free/reduced price meals.	0
	SM6	Specifies strategies to increase participation in school meal programs	0
	SM7	Addresses the amount of “seat time” students have to eat school meals.	1
	SM8	Free drinking water is available during meals.	0
	SM9	Ensures annual training for food and nutrition services staff in accordance with USDA Professional Standards.	1
	SM10	Addresses purchasing local foods for the school meals program.	0


## Worksheet 1: Scorecard for the WellSAT 3.0

Section 3: Nutrition Standards for Competitive and Other Foods and Beverages (NS)			Score
	NS1	Addresses compliance with USDA nutrition standards (commonly referred to as Smart Snacks) for all food and beverages <b>sold</b> to students during the school day.	1
	NS2	USDA Smart Snack standards are easily accessed in the policy.	0
	NS3	Regulates food and beverages sold in a la carte.	1
	NS4	Regulates food and beverages sold in vending machines	1
	NS5	Regulates food and beverages sold in school stores.	1
	NS6	Addresses fundraising with food to be consumed during the school day.	1
	NS7	Exemptions for infrequent school-sponsored fundraisers. (Connecticut has adopted an exemption policy that allows for no school-sponsored fundraisers during which foods and beverages sold do not have to meet Smart Snacks.)	2
	NS8	Addresses foods and beverages containing caffeine at the high school level.	2
	NS9	Regulates food and beverages <b>served</b> at class parties and other school celebrations in elementary schools.	1
	NS10	Addresses nutrition standards for all foods and beverages <b>served</b> to students <b>after</b> the school day, including, before/after care on school grounds, clubs, and after school programming.	1
	NS11	Addresses nutrition standards for all foods and beverages <b>sold</b> to students <b>after</b> the school day, including before/after care on school grounds, clubs, and after school programming.	2
	NS12	Addresses food not being used as a reward.	2
	NS13	Addresses availability of free drinking water throughout the school day	0







## Worksheet 1: Scorecard for the WellSAT 3.0

Section 4: Physical Education Physical Activity (PEPA)			Score
PEPA1	There is a written physical education curriculum for grades K-12.		2
PEPA2	The written physical education curriculum for each grade is aligned with national and/or state physical education standards.		2
PEPA3	Physical education promotes a physically active lifestyle.		2
PEPA4	Addresses time per week of physical education instruction for all elementary school students.		1
PEPA5	Addresses time per week of physical education instruction for all middle school students		1
PEPA6	Addresses time per week of physical education instruction for all high school students.		1
PEPA7	Addresses qualifications for physical education teachers for grades K-12.		1
PEPA8	Addresses providing physical education training for physical education teachers.		0
PEPA9	Addresses physical education exemption requirements for all students.		0
PEPA10	Addresses physical education substitution for all students.		0
PEPA11	Addresses family and community engagement in physical activity opportunities at all schools.		1
PEPA12	Addresses before and after school physical activity for all students including clubs, intramural, interscholastic opportunities.		2
PEPA13	Addresses recess for all elementary school students		2
PEPA14	Addresses physical activity breaks during school.		1
PEPA15	Addresses joint or shared-use agreements for physical activity participation at all schools.		1
PEPA16	District addresses active transport (Safe Routes to School) for all K-12 students who live within walkable/bikeable distance.		0

## Worksheet 1: Scorecard for the WellSAT 3.0

Section 5: Wellness Promotion and Marketing Section (WPM)			Score
	WPM1	Encourages staff to model healthy eating and physical activity behaviors.	1
	WPM2	Addresses strategies to support employee wellness.	1
	WPM3	Addresses using physical activity as a reward.	0
	WPM4	Addresses physical activity not being used as a punishment.	2
	WPM5	Addresses physical activity not being withheld as a punishment.	2
	WPM6	Specifies marketing to promote healthy food and beverage choices.	1
	WPM7	Restricts marketing on the school campus during the school day to only those foods and beverages that meet Smart Snacks standards.	2
	WPM8	Specifically addresses marketing on school property (e.g., signs, scoreboards, sports equipment).	1
	WPM9	Specifically addresses marketing on educational materials (e.g., curricula, textbooks, or other printed or electronic educational materials).	1
	WPM10	Specifically addresses marketing where food is purchased (e.g., exteriors of vending machines, food and beverage cups and containers, food display racks, coolers, trash and recycling containers, etc.).	1
	WPM11	Specifically addresses marketing in school publications and media (e.g., advertisements in school publications, school radio stations, in-school television, computer screen savers, school-sponsored Internet sites, and announcements on the public announcement (PA) system).	1
	WPM12	Specifically addresses marketing through fundraisers and corporate-sponsored programs (e.g., fundraising programs that encourage students and their families to sell, purchase, or consume products and corporate incentive programs that provide funds to schools in exchange for proof of purchases of company products, such as Box Tops for Education).	0

## Worksheet 1: Scorecard for the WellSAT 3.0

Section 6: Implementation, Evaluation, and Communication (IEC)			Score
	IEC1	Addresses the establishment of an ongoing district wellness committee.	1
	IEC2	Addresses how all relevant stakeholders (parents, students, representatives of the school food authority, teachers of physical education, school health professionals, the school board, school administrator, and the general public) will participate in the development, implementation, and periodic review and update of the local wellness policy.	1
	IEC3	Identifies the officials responsible for the implementation and compliance of the local wellness policy.	1
	IEC4	Addresses making the wellness policy available to the public.	1
	IEC5	Addresses the assessment of district implementation of the local wellness policy at least once every three years.	1
	IEC6	Triennial assessment results will be made available to the public and will include: 1. The extent to which schools under the jurisdiction of the LEA are in compliance with the local school wellness policy; 2. The extent to which the LEA's local school wellness policy compares to model local school wellness policies; 3. A description of the progress made in attaining the goals of the local school wellness policy.	1
	IEC7	Addresses a plan for updating policy based on results of the triennial assessment	0
	IEC8	Addresses the establishment of an ongoing school building level wellness committee.	0

## Worksheet 1: Scorecard for the WellSAT 3.0

For information on the USDA's LSWP requirements, visit the Connecticut State Department of Education's (CSDE) [School Wellness Policies](#) website and the Rudd Center's [WELLSAT](#) website, or contact the [school nutrition programs staff](#) in the CSDE's Bureau of Health/Nutrition, Family Services and Adult Education, 450 Columbus Boulevard, Suite 504, Hartford, CT 06103-1841.

This document is available at [https://portal.ct.gov/-/media/SDE/Nutrition/SWP/Triennial\\_Assessment\\_Worksheet2\\_Identifying\\_Interviewees.pdf](https://portal.ct.gov/-/media/SDE/Nutrition/SWP/Triennial_Assessment_Worksheet2_Identifying_Interviewees.pdf).



In accordance with Federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, the USDA, its Agencies, offices, and employees, and institutions participating in or administering USDA programs are prohibited from discriminating based on race, color, national origin, sex, disability, age, or reprisal or retaliation for prior civil rights activity in any program or activity conducted or funded by USDA.

Persons with disabilities who require alternative means of communication for program information (e.g. Braille, large print, audiotope, American Sign Language, etc.), should contact the Agency (State or local) where they applied for benefits. Individuals who are deaf, hard of hearing or have speech disabilities may contact USDA through the Federal Relay Service at (800) 877-8339. Additionally, program information may be made available in languages other than English.

To file a program complaint of discrimination, complete the [USDA Program Discrimination Complaint Form](#), (AD-3027) found online at: [How to File a Complaint](#), and at any USDA office, or write a letter addressed to USDA and provide in the letter all of the information requested in the form. To request a copy of the complaint form, call (866) 632-9992. Submit your completed form or letter to USDA by:

- (1) mail: U.S. Department of Agriculture  
Office of the Assistant Secretary for Civil Rights  
1400 Independence Avenue, SW  
Washington, D.C. 20250-9410;
- (2) fax: (202) 690-7442; or
- (3) email: [program.intake@usda.gov](mailto:program.intake@usda.gov).

This institution is an equal opportunity provider.

The Connecticut State Department of Education is committed to a policy of equal opportunity/affirmative action for all qualified persons. The Connecticut Department of Education does not discriminate in any employment practice, education program, or educational activity on the basis of age, ancestry, color, criminal record (in state employment and licensing), gender identity or expression, genetic information, intellectual disability, learning disability, marital status, mental disability (past or present), national origin, physical disability (including blindness), race, religious creed, retaliation for previously opposed discrimination or coercion, sex (pregnancy or sexual harassment), sexual orientation, veteran status or workplace hazards to reproductive systems, unless there is a bona fide occupational qualification excluding persons in any of the aforementioned protected classes.

Inquiries regarding the Connecticut State Department of Education's nondiscrimination policies should be directed to: Levy Gillespie, Equal Employment Opportunity Director/Americans with Disabilities Coordinator (ADA), Connecticut State Department of Education, 450 Columbus Boulevard, Suite 505, Hartford, CT 06103, 860-807-2071, [levy.gillespie@ct.gov](mailto:levy.gillespie@ct.gov).



## John J. McCarthy Observatory

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Ms. Wendy Faulenbach  
Chairperson, New Milford Board of Education  
50 East Street  
New Milford, CT 06776

June 2, 2021

Dear Ms. Faulenbach,

Representing the all-volunteer team, I am proud to deliver the John J. McCarthy Observatory Corporation's 2020-2021 Annual Operations Report, per the Memorandum of Understanding between our organizations dated April 26, 2005.

As we stated in last year's report to the Board of Education, we closed the observatory completely in early March of 2020. As of this submission, that is still the case. An observatory represents a true challenge for operating in a situation such as the coronavirus epidemic, a challenge that we had to avoid completely. We immediately began strategizing about how to be productive during an unknown period of time, in ways that would keep us linked to our constituency and keep our fine volunteers engaged.

We initiated two challenging projects that were very meaningful in our mission, and made fine progress in both:

- 1) Constructing an experimental "Pollinator Meadow" in an area of the Observatory grounds that was not well tended. The Meadow project was a fine success, and is triggering much more activity.
- 2) Expanding our development of an "AllSky Network" to include a partner that could utilize a camera and software that we provided to do simultaneous imaging of meteor events. That project is well begun, with a fine partner very actively engaged with us.

Regarding our constituency, we have maintained the publishing of our monthly newsletter and calendar, and developed a very fine electronic version of our Second Saturday Stars, using social media to deliver our presentations, and placing the presentations on our YouTube channel. We also have done presentations at local libraries, and monthly (weather permitting) stargazing nature walks in Brookfield.

Our team is vaccinated, the facility is in good shape, and we are eager to pursue a path to reopening in stages when it makes sense to the Board of Education and following all overseeing organization's rules in New Milford and the State.

We thank you for renewing our Memorandum of Understanding for another year.  
Sincerely,

Robert E. Lambert  
Treasurer - John J. McCarthy Observatory Corporation

## McCarthy Observatory Annual report for September 2020 to June 2021

### Introduction

This is a very different annual report, given the enormous impact on our astronomy public outreach mission during the pandemic. We closed the facility in early March of 2020, and have had no visitors for the ensuing period. The usual visits of school groups, scout groups and families have had to be postponed, as our visitation model is the exact antithesis of “Social Distancing”. It is much better described as “Social Cramming”, as such an event as a crowd of cub scouts might bring 20+ people into the observing room. Likewise, our very successful monthly Second Saturday Stars events brought large groups who squeezed into our classroom to hear talks – usually requiring three sessions to accommodate the crowd.

We have a backlog of groups eager to visit, and are working on ways to stage accommodating people as things open up more in the next few months. We will work with the School Board and the NMHS staff to make sure we are abiding by the rules and recommendations that exist going forward.

We have kept in contact with our many supporters via our monthly Space newsletter and calendar, and have a Zoom, YouTube and Facebook live Second Saturday Stars event every month.

Meanwhile, we have been VERY busy on two special projects that we are very excited about: initiating a regional meteor tracking network, and creating a native New England plant pollinator meadow. Both are far along and both are very challenging! These two projects will constitute most of this report.

## Covid actions and status

In March of 2020 we closed the observatory fully to the public in response to the rapid spread of the corona virus, and of this writing it remains closed. Closing included all visitors regardless of size of group, stopping in-person Second Saturday Stars, and stopping Adult Education programs. Now we find challenges in how we reopen, given the crowded conditions associated with groups gathering around a telescope, and proximity of people in our small classroom. While most of our volunteers are now fully vaccinated, we would have no positive way of assessing the vaccination status of groups of visitors. This remains a challenge, and we invite guidance on how to proceed in stages that are viable to all.

We have made enhancements to the facility based on the Covid needs, with great help from the Facilities team and the Technology team. Facilities support:

- Providing us with two of the V-Ray UV-C sterilizer devices to eliminate the virus from things such as keyboards, smartphones, device controllers, eyepieces, etc.
- Fully replacing the heat pump system, both indoors and outdoors units. The old unit had significant mold and was a potential health hazard. The new unit is far superior in every measure.
- Installation of a paper towel dispenser and several bundles of paper towels, and a shutdown of our hot air hand dryer in our restroom.

Also, we were invited to have a representative on the Facilities “Envisioning” team that met weekly in the months leading up to school reopening in 2020. That helped us a great deal in understanding the issues and details of managing a facility with many visitors. We are much more enlightened about facility issues as a result, and much appreciate being included.

To keep a presence with our many supporters, we have done as much outreach as possible both formally and informally.

- We converted to doing Second Saturday Stars events online at our usual times, via Facetime and YouTube, with the team using ZOOM to manage the process. The events are retained on the JJMO YouTube channel, and can be seen any time.

- Since we could not celebrate our 20<sup>th</sup> anniversary event live in December, we performed it virtually, and it turned out quite well. For those of you who have not been with us for those 20 years, please take the time and see what has been accomplished at the observatory that you oversee, at:  
[https://www.youtube.com/watch?v=0s\\_B2OYRK80&t=13s](https://www.youtube.com/watch?v=0s_B2OYRK80&t=13s)  
 We are quite proud of our track record, having started this and managed it as a purely volunteer effort, starting in 1998 with planning, and dedicating in December of 2000. We have added much to the facility and programming since.
- We continue to publish our monthly newsletter and calendar to a distribution list of over 1,100 supporters of the observatory. It is a well-received update on various timely topics related to many current space topics. If you are not on the mailing list and would like to be, send an email to [mail@mccarthyobservatory.org](mailto:mail@mccarthyobservatory.org)  
 The price is right!
- We have spoken live at a number of area library events, both for adults and students.
- We were asked by Brookfield Parks and Rec to lead monthly nighttime astronomy nature hikes in a town park, and have had two successful one-hour events. Weather cooperation in the winter and spring seasons is not great, but we have had good turnout when it does. It is great fun and it will remain a continuing program!

## The observatory garden projects

### A Pollinator Meadow

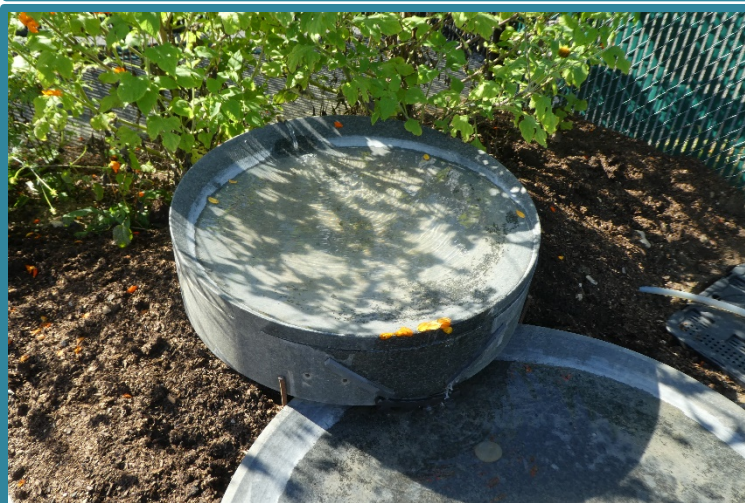
Starting in the spring of 2020, immediately after closing the facility, we initiated the construction of a very special experimental “meadow” on the north and west sides of the observatory. The design was based on it becoming a pure native New England pollinator meadow. The north part was grass (mostly weeds), and the west side was home to six of the giant granite disks that had been donated to us 11 years ago, sitting on rotting pallets. The whole area was an eyesore, and it was time to do major enhancement. Our goal was to make it a teaching meadow for students, educators, garden clubs and citizens, and evolve it to have an ever-richer set of specimens, yielding seeds that can be provided far and wide.

The project is aimed at being populated solely with true heritage New England-sourced plants and seeds, that fully support the local insect, bird and pollinator food chain. This meant locating certified native plants and true heritage New England seeds for pollinator plants. That was very challenging during the covid era! We purchased 150 pollinator perennial plants from northern Massachusetts and more from various local wholesale and retail nurseries, and many varieties of seeds from Wethersfield, CT. The hardscape consists of four giant circular Barre granite disks from Vermont, making a large bench and a solar powered water feature.

The construction took five full months, with volunteers from 7 towns engaged in the various stages. We removed all the sod with hand shovels, had the soil tested at UConn, augmented the soil accordingly, spread 8 yards of great topsoil, placed the giant granite disks (weighing from 1200 to 2000 pounds) on 1.25 tons of trap rock, put in an elaborate irrigation system, made a bluestone path, planted all the plants, and spread 8 yards of “Sweet Peet” mulch. We had an amazing number of

passers-by stop and get educated on what we were building. Interest was VERY high!

The last, and most challenging, project was to construct the water feature. The design was to utilize two of the concave granite discs arranged on the natural slope so water would flow from the tilted upper one into a larger level lower one, then from a drain hole in that disk to a 30-gallon reservoir, with a solar panel-activated pump that sends water to the rear of the upper disc. Getting the whole system in equilibrium and getting the solar panel securely mounted on the fence was a significant challenge, but a very fun one. We ended up with a very unique water feature that is a real design treasure, and an effective one for pollinators.





Pollinators must have a gentle flow, not a spouting fountain

A little history story of the granite disks: nine giant Barre granite disks were given to us in 2009 by United Technologies to form the hardscape of the garden, along with a 24 foot 12-ton granite slab. We had the slab cut into the six benches that students use when classes are held in the garden. Disks have been used in various ways, but six of them had not been used until recently. All of this granite was funded by the Department of Defense for making space-based surveillance telescope mirrors. When the project was done, it all had to be donated to non-profits. We were offered all of it, and it has taken over a decade to integrate everything into the garden. Two of these DoD project disks formed the water feature for providing pollinators a necessary ingredient in their habitat. So these disks really are a “swords to plowshares” story, a touching part of an amazing garden evolution. There is no other garden in the world with such a dramatic hardscape. Right in the backyard of NMHS!

Meanwhile, the master gardener team had repaired the unused greenhouse at Hill and Plain school and populated it with many hundreds of native pollinator-attracting annuals. A large number of these were added to the perennials in the meadow to the north and west of the observatory, and many to Galileo's Garden south of the observatory. By late summer, all these plants were in bloom, and it was a VERY active meadow, attracting many butterflies, hummingbirds, song birds, and pollinating bees. When completed, we had the meadow certified with both Pollinator Pathways and the National Wildlife Foundation. We will be mounting there plaques very soon. So, in a few Covid months, we had constructed and delivered to the New Milford School System a certified teaching meadow of native perennial pollinator plants. We harvested thousands of the seeds from the native heritage annual plants. Many have been given to avid gardeners, and many are now being planted in JJMO gardens and beyond. We hope this native seed collection and distribution can become an annual activity in the New Milford School system and the community. A great way to further the repopulation of pollinator species in the region.

## Transforming Galileo's garden

Moving on to the spring of this year, we committed ourselves to a major transformation of the whole of Galileo's Garden into having a strong orientation to pollinator plantings. We want it to be a blend of "garden" and "meadow", with a heavy mix of native pollinator plants – the textbooks recommend 70% native pollinator plants and 30% local decorative plants of choice. Assessing the garden makeup, we realized that many of the plants we had thought were correct for pollinators were, in fact, not desirable. So, we have been ripping them out to make room, and altering the borders to make even more room, and eliminate some grass. In discussion with local landscapers, their input has been profound: decorative plants we installed 10-12 years ago were all that were offered, and there was scant knowledge of the need for true native plants to sustain a viable

habitat for pollinators. (i.e. who knew?) In this past decade, the habitat for pollinators has been drastically reduced, so it is urgent to try to restore it.

Shortly after we started to take action this spring, an amazing thing happened – we were approached by the local NM “Sustainable CT” team leaders, who were sent to us by Mayor Bass. In their grand scheme of studying all of the sustainable facets of the community, pollinator meadows have become an important element. Discussions and visits led to them offering a full matching-grant program to fund the extensive garden project this year.

We are just completing the joint fundraiser, and with over \$3,300 donated, we have funding of over \$6,600 to evolve and grow all of Galileo’s Garden as a bonafide pollinator habitat, while still retaining the elegance of the original design. Many thanks to the New Milford Sustainable CT team for initiating this and making it very easy to manage. We plan to make this a town-wide teaching garden as soon as possible, and would love to have a set of teachers and support of the School Board behind the effort. There is much potential in New Milford to make pollinator meadows in various town properties. We are willing to help!

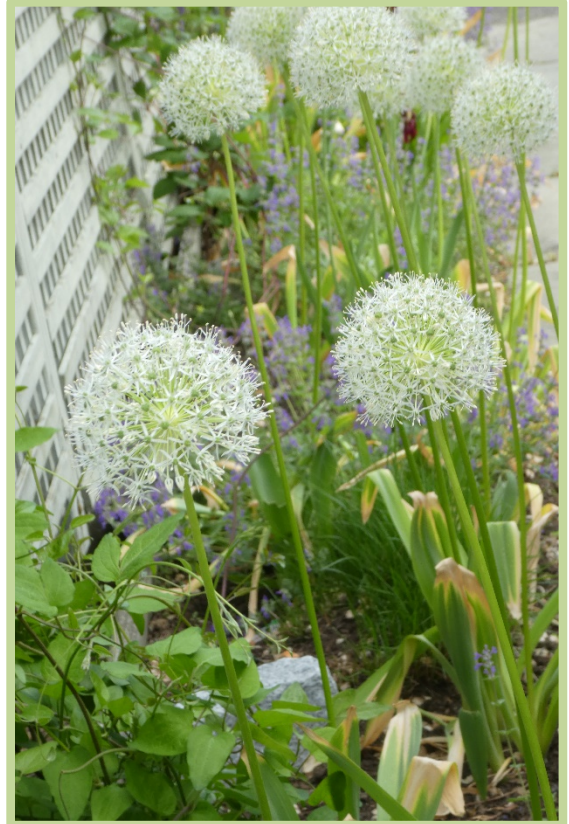
## Springtime in the gardens at the Observatory



Our Master Gardener team leader, Adrienne Caruso, and the giant Viburnum. It provides a wall to the east of the garden. Adrienne has been the team overseer for almost a decade.



Columbine in the new meadow



Allium on the trellis border



We have 100 giant snowball Allium, bigger than softballs. A joy in springtime!

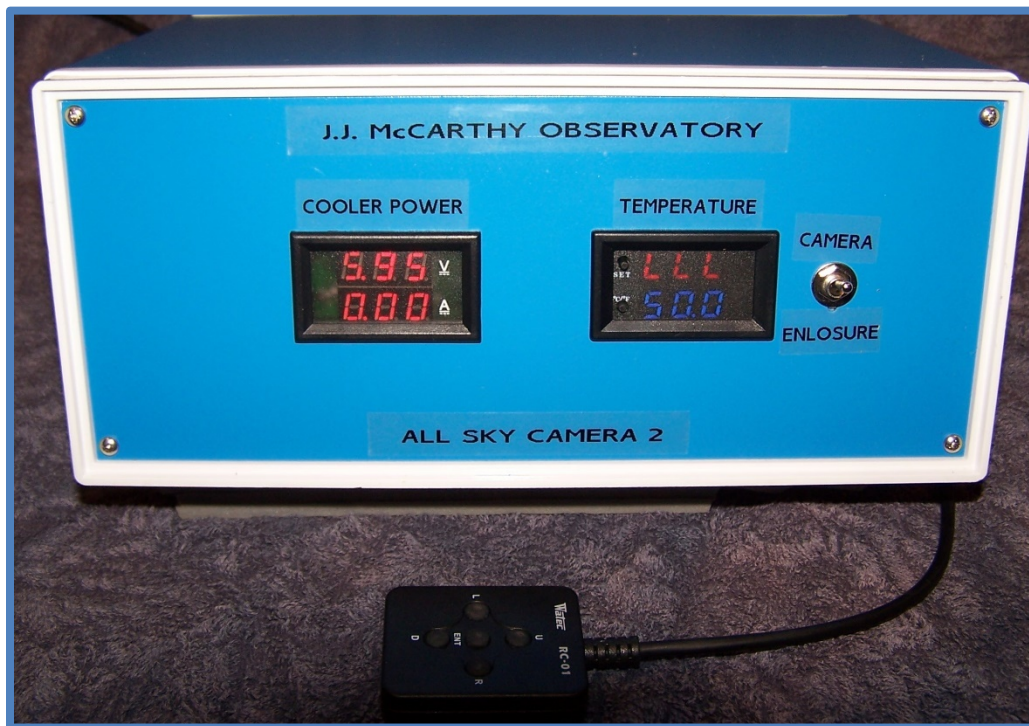
## The observatory meteor tracking network project

The observatory team has continued to design, enhance and deploy the system for capturing bright meteors coming into earth's atmosphere. Our interest is in those meteors that are large enough to detonate with bright flashes and trails, called fireballs, and the very brightest ones, called bolides. We have been proving out hardware and software, making great progress in accuracy of both, and improving our understanding of interpreting event results and determining descent paths. We have made much progress, with experimentation and analysis steps still to come.

This school year we have entered into a 12-month Memorandum of Understanding with the volunteer team of the Westport Astronomical Society (WAS) to work on proving out an integrated "two-site" capture and analysis system. WAS is a longtime well-established observatory, with many skilled volunteers – an excellent partner! A second complete system was built for WAS, and installed at about 36 feet above ground, on the tower of the old Nike missile facility, which is their observatory sight. The intention with this pairing is to simultaneously capture bright events from two sights far enough apart to be able to triangulate and calculate accurate trajectories. Doing such trajectories will be the starting point for estimating the likely impact site for objects, using methods developed by NASA and other organizations. So far, we have had several nights with simultaneous captures, so we know this is feasible. Technical issues with the WAS system have led us to return the system to JJMO and install it adjacent to the JJMO system to troubleshoot. Weather issues have hindered that activity so far, but we are confident we have the skills to make this work well.

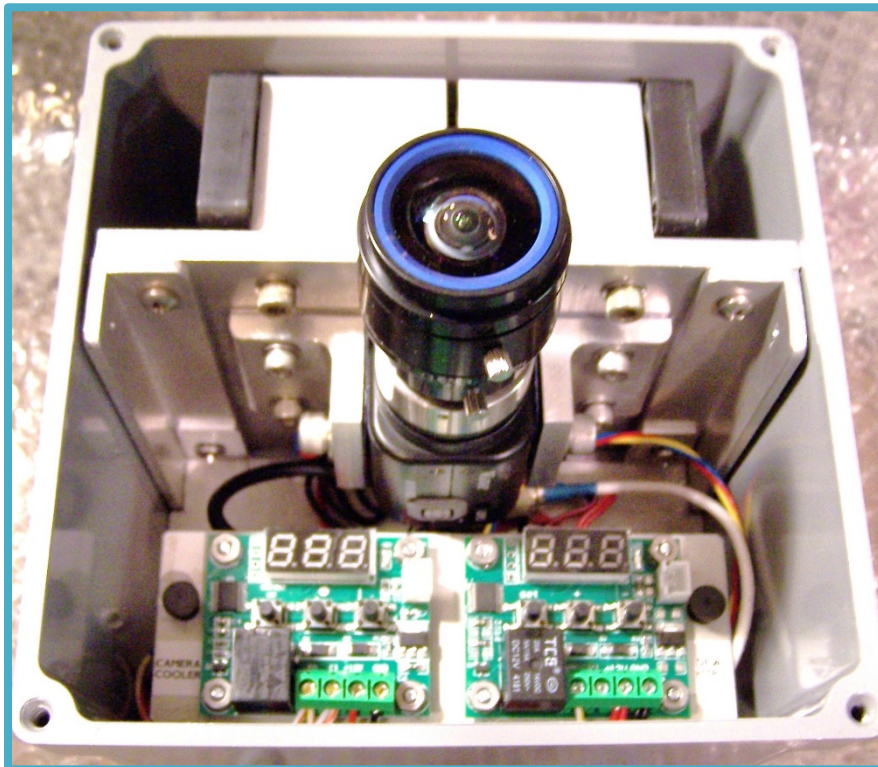
The Covid issues actually helped us in having the time and resources to deploy this complicated system. With few of our normal activities being done, there was ample time to focus on such a project that requires extreme accuracy. Our next steps once the two systems are working well and analysis is proven accurate is to begin seeking a third partner that we can deliver a fully tested system to. With three systems accuracy, we can greatly improve precision. Hopefully this can evolve to a much larger network over time

The Westport Astronomical Society AllSky Camera: designed and built by a JJMO volunteer



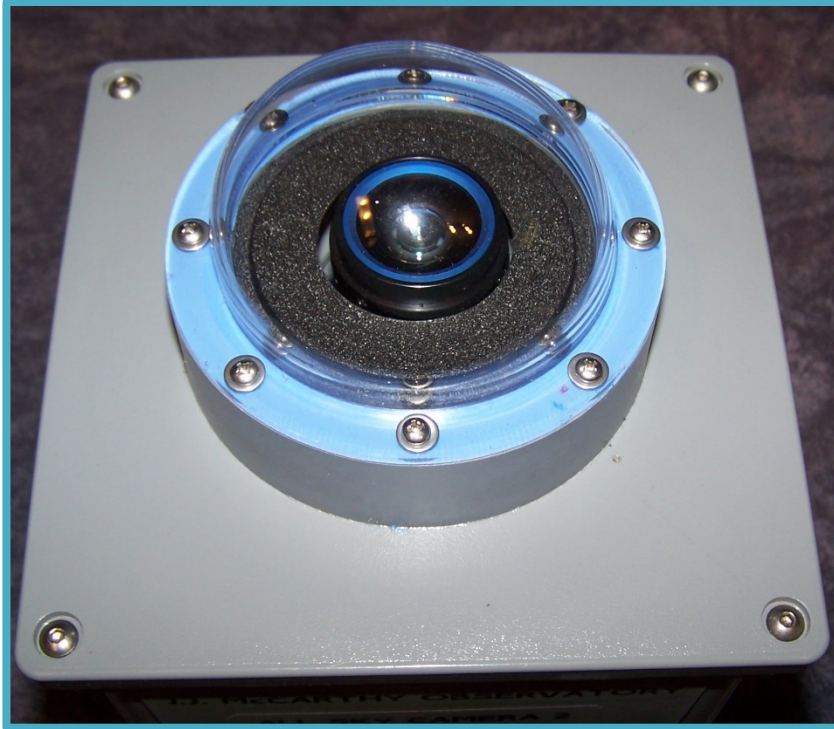
### Controller

managing power,  
heating and cooling



### The innards

Camera, lens, control  
circuitry, heat sink, etc.



### The finished SkyCam

Wide angle lens, 30 frame per second camera, sealed dome

Note: the acrylic dome pictured here is being replaced with a very true underwater camera dome.



### The rear of the unit

Vents

Brackets to mount on a standard antenna pole

In closing, we would like to salute our partners in the Facilities and IT teams in the New Milford education system. We cannot thank them enough for supporting us in these trying months, and in many prior years.

The grounds crew for NMHS is always at our side, but special help occurred in Covid management and in the labors of building a new garden. They were there often with the big John Deere actively helping remove sod, debris, old pallets, etc., cheering us on with our project in those hot months.

They managed the contractors removing our old heat pump system and installing and testing the new one, with great follow-up to make sure it was working well. And they support us when we remove old plants and garden debris by picking up the frequent giant refuse bags and disposing of them. They are a cheerful, friendly team, always eager to help.

The IT team is equally supportive and proactive in working with us as partners. They provided us with the two desktop computers needed for the AllSky meteor project, the two UV-C sterilizer devices, and last week a new and much improved Wifi Access Point. They answer questions, help when it is needed, and communicate exceptionally well at all times. Our internal IT infrastructure is complex, but the school IT team does a great job being our partners.



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

## ITEM OF INFORMATION

**4H**

**TO: Ms. Alisha DiCorpo, Superintendent**  
**FROM: Anthony J. Giovannone, Director of Fiscal Services and Operations**  
**Date: June 4, 2021**  
**RE: ESSER II & III Update**

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### ESSER II (CRRSA ACT):

The application was approved by the State of Connecticut Department of Education (CSDE) on June 2, 2021. We can begin drawing down the funds associated with this grant beginning June 10, 2021. As a reminder, Page #2 of this memo outlines our application broken out by major object code for the purposes of tracking expenses.

The total amount allocated to New Milford Public Schools for this grant is in the amount of \$1,333,864.

### ESSER III (ARP ACT):

The application is currently being worked on by district administrative staff and is due on August 16, 2021. We will have more information to decimate to the Board of Education in the coming months as we navigate the application process.

The total amount allocated to New Milford Public Schools for this grant is in the amount of \$2,586,435. There is a mandatory 20% set-aside (\$517,287) of that total, that must be used to address the academic impact of learning loss.

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



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

## ITEM OF INFORMATION

4H

### ESSER II BUDGET APPLICATION SUBMITTED 3/31/21 TO EXPEND ALL FUNDING IN ONE SCHOOL YEAR

Description	Salary	Benefits	Professional	Transp.	Equipment	TOTAL	% OF GRANT
Interventionist* - HPS	\$66,555	\$23,035				\$89,590	74%
Interventionist* - NES	\$66,555	\$23,035				\$89,590	
Interventionist* - SNIS	\$66,555	\$23,035				\$89,590	
Coordinator* - K-5 Math	\$66,555	\$23,035				\$89,590	
Coordinator* - K-5 Literacy	\$66,555	\$23,035				\$89,590	
Coordinator* - 6-12 Math	\$66,555	\$23,035				\$89,590	
Coordinator* - 6-12 Literacy	\$66,555	\$23,035				\$89,590	
Counselor* - HPS/NES	\$66,555	\$23,035				\$89,590	
Counselor* - SMS	\$66,555	\$23,035				\$89,590	
Tech Integration Specialist / Remote Learning Coordinator* - District	\$66,555	\$23,035				\$89,590	
Tech Integration Specialist / Remote Learning Coordinator* - District	\$66,555	\$23,035				\$89,590	
HPS / NES August 9-13 Jump Start (at hourly rates)	\$44,085			\$55,000		\$99,085	7%
SMS Homework Program Expansion (at hourly rates)	\$22,405					\$22,405	2%
Tier 3 & Special Education Consulting Services			\$50,000			\$50,000	4%
Tech Director Consulting Services - 12 month contract			\$102,000			\$102,000	8%
Strategic Planning & Rebuilding - District Systems after COVID			\$20,000			\$20,000	1%
Tech Equipment - 114 Access Points @ \$480 each					\$54,884	\$54,884	4%
	\$798,595	\$253,385	\$172,000	\$55,000	\$54,884	\$1,333,864	100%

**STATE OF CONNECTICUT  
DEPARTMENT OF  
EMERGENCY SERVICES & PUBLIC PROTECTION**

**DIVISION OF  
EMERGENCY MANAGEMENT & HOMELAND SECURITY**



**Connecticut FY 2021  
Public Schools Multi-Media School Security Competitive Grant Program  
Multi-Media Interoperable Communications Systems**

**Local Schools, Regional Education Service Centers, State Charter Schools, Technical High Schools,  
Incorporated or Endowed High Schools**

Grant Application Kit  
Part 1 of 2

## Application Checklist

## Multi-Media (MM SSGP)

**Note: List all schools included in the application under the budget tab.**

PART 1	Public Schools
<b>Tabs to Complete:</b>	
Applicant Data Sheet	x
Project Narrative	x
Reimbursement Percentage	x
Budget	x
<b>Once complete:</b>	
Save and rename excel workbook	"Public-MM SSGP (your School name abbreviated - town) "
email file to	Schoolsecuritygrant@ct.gov
Subject line of email	Public MM SSGP Application

**Additional Tabs for review:** Application Cover  
 Application checklist this tab  
 Program Highlights  
 Key Dates-Instructions

### PART 2

**The Safe Schools Checklist demonstrates a schools need for security and may assist applicants in identifying potential projects for their application.**

Complete the Safe Schools checklist (hardcopy) with the assistance of law enforcement.

This checklist can be completed (hardcopy) prior to completing Part 1, Part 2 is entering the answers on-line.

Enter the checklist responses into Survey Monkey, with the link provided in the confirmation email sent out after the submission of Part 1.

Other requirements, if awarded:	
Plan of Conservation and Development	The town must have an active POCD
Completion of Full NCEF Checklist - the Safe Schools Checklist is a portion of the National Clearinghouse for Educational facilities (NCEF) Safe School Facility Checklist	The full NCEF Checklist must be completed (with the assistance of law enforcement) prior to final reimbursement.
Schools Safety and Security Plan sign off	If awarded, due prior to final reimbursement (electronic signatures/scanned signatures), form located on the DEMHS website
School Safety and Security Plan submission	A copy of the School Safety and Security Plan must be submitted prior to final

### Please note:

If your application will include allowable projects that were completed after January 1, 2013 (and these projects have not been funded or reimbursed by another State or federal program) please follow the instructions below:

p.2

When conducting your assessment, view completed projects (that are included in your application) as if they are not in place.

*For example:* if you completed an exterior camera project last year with school funding and have not received or applied for other state/federal funds for this project, fill out the survey as if you do not have the cameras in place.

*The intent is to show the need for the projects you are applying for, whether completed or proposed.*

Questions: Please send questions to: **[schoolsecuritygrant@ct.gov](mailto:schoolsecuritygrant@ct.gov)**

## Public Schools Multi-Media Interoperable Communications Systems - MM SSGP

**PROGRAM HIGHLIGHTS:** Public Act 20-01 established funding for **two competitive grant programs:** 1) School Security Infrastructure (separate application - R5 SSGP) and 2) **Multi-Media Interoperable Communications System School Security Program (this application)**. This application should be used for security improvements that meet the definition of Multi-Media Interoperable Systems (systems that tie in or send immediate notifications to law enforcement and/or their call centers). A definition and list of systems that are allowable under this application are listed below.

**Multi-Media SSGP HIGHLIGHTS:** Public Act 20-01 established funding in the amount of \$5M in funding for the Multi-Media Interoperable Communications School Security **Competitive** Grant Program for costs incurred from **January 1, 2013 to September 30, 2023**. The total funding available for eligible public schools is 90% or \$4,500,000.

**Funding and Reimbursement:** There is not a maximum application/award amount for eligible public schools. **If awarded**, a school must be able to fund the entire project and be reimbursed the percentage identified in the Reimb.% tab. Reimbursement percentages are based on the town wealth ranking (per Public Act 20-1) for public schools. Additional formulas are provided for Regional School Districts, Incorporated and Endowed Schools and other eligible applicants.

**Eligible Applicants:** Public Schools (k-12), regional education service centers, governing authority for a state charter school, Dept. of Education (SDE) on behalf of technical high school system, an incorporated or endowed high school or academy approved by the State Department of Education (SDE).

**Competitive Program:** Applications will be reviewed and scored. Applications will be awarded based on the ranking criteria, up to the amounts available (see Multi-Media SSGP Highlights above). Applicants will be notified and will receive a subgrant award if selected for funding. For more information see Decision Matrix on p.2 below.

**Period of Performance:** Eligible expenses can be incurred on or after **January 1, 2013 through September 30, 2023**, inclusive. Applicants may apply for allowable security improvements that were completed on or after January 1, 2013. (see Appl. Checklist tab for instructions on how to complete the Safe Schools Checklist for completed projects).

**Eligible Expenses:** Eligible projects include; 1) Multi-Media Interoperable Communications Systems (see allowable equipment/systems list below), 2) the cost of vendor-provided training on the use of allowable equipment/systems purchased under this program.

**Definition: What is meant by school security projects that involve multi-media interoperable communications system?**

For a camera, radio, panic button, Internet of Thing (IoT) system to be included in this application, it must include the capability of transmitting communications/notifications to law enforcement and/or their call centers. This application can also include system(s) that integrate existing cameras, radios, panic buttons, etc. for transmission over internet protocol to first responders and/or their call centers. The goal is to make communications and information sharing between first responders and schools as quick and seamless as possible. Each school can consider its needs and design a system that it as practical as possible.

**Examples of Allowable equipment/Systems (not all inclusive):**

**Internal Camera Systems** - systems that include the capability to transmit real time video that can be viewed by law enforcement personnel and/or their call centers.

**External Camera Systems** - systems that include the capability to transmit real time video that can be viewed by law enforcement personnel and/or their call centers.

**Panic Alarm Systems** - Panic alarms that when activated, open a line of communication with law enforcement and/or their call centers.

**Internet of Things (IoT) Systems** -that include technology for connecting and exchanging data with law enforcement and/or their call centers (sensor based)

**Radio system** - Radio System that ties into law enforcement and/or their call centers

**Systems** that integrate existing camera, panic alarm systems, etc. for transmission over internet protocol to first responders and/or their call centers.

**Other** multi-media interoperable communications systems (please email to confirm allowability)

Decisions on eligibility will be made in accordance with the School Safety Infrastructure Standards. <https://portal.ct.gov/-/media/DAS/Communications/Communications-List-Docs/Special-Reports/SSIC-Report-Nov-19-2015.pdf>

**Unallowable costs** include any projects funded by state or federal funds; Personnel costs; Training Program costs (allowable training is limited to the cost of vendor-provided training to staff on use of equipment installed under this program); Replacement of landscaping, plantings, in-kind services; and, any other items deemed ineligible after review.

**\*\*Eligible projects** that were completed after January 1, 2013 may be included in the application (for reimbursement, if awarded), as long as the project was not funded with State or federal funds.

**Reimbursement/Requirements** : If awarded, this program allows for reimbursements of eligible projects completed on or after January 1, 2013 (paid for with school/town/private funds). Projects funded by state or federal programs are not eligible for reimbursement. If awarded, prior to final reimbursement under this grant, a school must complete the full National Clearinghouse for Educational Facilities (NCEF) checklist with the assistance of law enforcement) and must demonstrate that they have a Security and Safety Plan in place, and periodically exercise the plan.

#### Decision Matrix

Of the applicants with the greatest need for security infrastructure, **first priority shall be given to applicants on behalf of schools that have no security infrastructure at the time of the assessment** (based on the Safe Schools Checklist)

**Succeeding priority** will be given to applicants on behalf of schools located in **priority school districts**, pursuant to section 10-266p of the general statutes. Schools that have not received funding under prior rounds of the SSGP will be given priority over those who have received funding.

**Additionally, the town must have adopted a Plan of Conservation and Development (POCD)** within the last ten (10) years in accordance with CGS Sec. 8-23 (a)(1)

**Please note:** If awarded, only projects included in the application and approved will be funded. New projects cannot be added after the award is issued.

## Public School Multi-Media Security Grant Program (MM SSGP)

**Application Submission:** A completed application includes Part 1 (this excel workbook) & Part 2 (Safe Schools Checklist assessment entered into survey monkey).

**Part 1:** complete Part 1 (review all tabs in this excel workbook), complete all shaded fields.

Save the file as "Public MM SSGP (School name abbreviated- town) and email to Schoolsecuritygrant@ct.gov by **June 15, 2021, 3 PM.**

### PART 2

Complete the Safe Schools checklist (hardcopy) with the assistance of law enforcement.

This checklist can be completed (hardcopy) prior to completing Part 1, Part 2 is entering the responses to the checklist on-line.

Enter the answers into Survey Monkey, with the link provided in the confirmation email sent out after the submission of Part 1.

Please note if also applying for Round 5 SSGP, only one assessment per school/location needs to be submitted (it will be used for ranking applications submitted under both programs)

**For Questions and assistance contact us at:** Schoolsecuritygrant@ct.gov

### Applicant Data Sheet (next tab):

The Applicant Information and Data Sheet is the form that provides all of your organization's contact and audit information. Please provide the requested information in Boxes 1 through 8 of this form. Please note that your grant award and any related documents will be sent to you via e-mail so it is imperative that you include e-mail addresses in the contact boxes. Special Note: **Box 4** is intended for the person authorized to sign documents on behalf of your municipality/organization. The application must be approved by the authorized person in Box 9 (please note the authorized official can type in their name to signify approval- no signature required). As the preparer of this document, you should include your name and contact information in the appropriate boxes. Grant staff will contact you if questions arise during the review of the application. (Please note: include more than one point of contact for your organization).

### The Project Narrative Form:

Use the Program Narrative form (Items 1-3) to provide an overview of your proposed project, needs statement, how the proposed projects will close existing infrastructure gaps and an overview of the population served.

### Budget Tabs:

Use the budget tab to enter estimated costs for proposed projects.

**Please save this file as "Public MM SSGP School name abbrev. Town."** Submit the completed and approved (by your organization) Part 1 of the Application to schoolsecuritygrant@ct.gov or before June 15, 2021 at 3 PM. Example "Public SSGP CHS Norwalk"

**Please include "Public MM SSGP application" in the subject line.**

**A confirmation email will be sent back to you.** The email will provide a link to Survey Monkey. Part 2 of the Application must be completed in Survey Monkey (one entry for each school) on or before June 30, 2021 at 3 PM.

**STATE OF CONNECTICUT**  
**Department of Emergency Services & Public Protection**  
**Division of Emergency Management & Homeland Security**  
**Grant Applicant Data Sheet**

Fill in areas that are shaded *sample*

Please email this completed excel workbook - **PART 1** of the application to:

[Schoolsecuritygrant@ct.gov](mailto:Schoolsecuritygrant@ct.gov)

**Due dates:** Part 1- on or before **June 15, 2021 3:00 pm**. The submission will be confirmed by email, the applicant will receive an email back with a link to survey monkey to complete Part 2 of the application.  
**by June 30, 2021 by 3:00 PM**

**Grant Program: Multi- Media Interop. Comms. School Security Grant Program**

1. Name of eligible applicant

Location: Street Address  
 Town, CT Zip

New Milford Public Schools

50 East Street

New Milford, CT 06776

2. Period of award:

**1/01/2013-9/30/2023**

3. Point of contact (Project Director):

Name: Nestor Aparicio

Title: Interim Facilities Director

Address line 1: 386 Danbury Road

Address line 2:

City, State, Zip: New Milford, CT 06776

Phone: (860)354-6265

Email: [aparicion@newmilfordps.org](mailto:aparicion@newmilfordps.org)

Official Authorized to Sign for the applicant:

Name: Alisha Dicorpo

Title: Superintendent

Address line 1: 50 East Street

Address line 2:

City, State, Zip: New Milford, CT 06776

Phone: (860)355-8406

Email: [dicorpoa@newmilfordps.org](mailto:dicorpoa@newmilfordps.org)

5. Application Prepared by:

Name: Nestor Aparicio

Title: Interim Director of Facilities

Address line 1: 386 Danbury Road

Address line 2:

City, State, Zip: New Milford, CT 06676

Phone: (860)354-6265

Email: [aparicion@newmilfordps.org](mailto:aparicion@newmilfordps.org)

6. Entity Financial Officer

Name:	Anthony Giovannone
Title:	Financial Officer
Address line 1:	50 East Street
Address line 2:	
City, State, Zip:	New Milford, CT 06776
Phone:	(860)355-8406
Email:	giovannonea@newmilfordps.org

7. FEIN and DUNS

Applicant FEIN:	06-6001642
Applicant DUNS:	858803596

8. Audit Information or similar report:

Applicant Fiscal Year End:	
Date of Last Audit:	January 13, 2021
Dates covered by last Audit:	6/1/2019- 6/30/2020
Date of next Audit:	7/1/2020-6/30/2021
Dates to be covered in next Audit	January 2022

9. Plan of Conservation and Development  
status (Plan must be up to date)

The town must have adopted a POCD  
within the last ten (10) years in accordance  
with CGS Sec. 8-23 (a)(1)

8/6/2010
----------

date of adoption

10. Authorized Official - Application Approval

I, the undersigned, am the authorized official and can sign a subgrant  
award (if awarded) on behalf of the public school(s) listed in the budget.  
If typed, I further certify that it is intended to have the same force as  
a manual signature.

--

(typed name of authorized official signifying approval of application)

## Public MM SSGP

*Fill out Items 1-3 below*

### 1. Project Narrative :

Provide an overview of the projects included in the application:

The New Milford School District consists of 5 educational buildings, 1 administrative building, and 1 transition center. We are looking to replace our obsolete card access system, replace antiquated interior and exterior surveillance cameras in 3 of our school buildings, and last, we are looking to integrate an emergency management system that provides police dispatch, first-responders, and key building personnel with the tools to effectively mitigate any emergency situation. By upgrading these system, we will be able to provide better security for the students and staff at the New Milford school district.

2. Needs Statement - Provide a description of the issues or gaps that will be addressed by receiving this grant

By upgrading our cameras, it will give us a better view and understanding of our daily activities and happenings that occur in our school grounds . An updated access card system will help us monitor who enters our building. These 2 items will help provide information to our security officers who monitor our school and better prepare them for any threats to any of our schools. An emergency management system will better prepare police and first-responders to better respond to emergency situations. Overall, all these components will make our schools a safer place to work and educate.

3. Target Population- Identify the schools/facilities that will be served by this grant

New Milford High is our 9th-12th grade educational building which has an enrollment of 1,426 students. Schaghticoke Middle school is grade 6th - 8th with educate 1,007 students. Sara Noble Intermediate has 1,237 student and is 3rd - 5th grades. Hill and Plain Elementary is Prek - 2nd grade hold 375 students. Northville elementary holds 457 students preK- 2nd grade. Lillis Building houses our administration Staff. Finally, the Maxx is our transition learning Center.

## Reimbursement Rates by Type of School

Applicant	Reimbursement Packages
Public School	% based on town wealth ranking - use drop down list below
Regional Ed. Service Centers (RES)	% = total population of member towns in the RES, by the town ranking. (see formula below)
Charter Schools	% based on town wealth ranking -town where the school is located
Incorporated or endowed	%= total population of member towns, by town ranking (see formula below)
State Vo-Technical High School	No match requirment -100\$% state funds

### Public Schools

Select town from drop down list (below) to see the reimbursement rate of eligible expenses (if awarded):

<b>NEW MILFORD</b>	<b>53.65% reimb.</b>
--------------------	----------------------

### Charter Schools/ Regional School Districts

Use the drop down list **above**, select the town where the school is located.

This is the reimbursement rate of eligible expenses for charter schools

### Endowed and Incorporated

to use the formula below, the school must be the town's designated high school for at least 5 years.

### Regional Educational Services

use formula in the link below

### **Special Reimbursement Percentage Formula**

[School Security Competitive Grant Program \(SSCGP\)--Apply \(ct.gov\)](#)

Town Name/	Reimbursemt %
ANDOVER	57.59% reimb.
ANSONIA	77.28% reimb.
ASHFORD	68.33% reimb.
AVON	31.10% reimb.
BARKHAMSTED	44.34% reimb.
BEACON FALLS	61.17% reimb.
BERLIN	42.55% reimb.
BETHANY	38.62% reimb.
BETHEL	54.01% reimb.
BETHLEHEM	36.47% reimb.
BLOOMFIELD	50.79% reimb.
BOLTON	51.15% reimb.
BOZRAH	50.43% reimb.
BRANFORD	32.17% reimb.
BRIDGEPORT	78.71% reimb.
BRIDGEWATER	22.51% reimb.
BRISTOL	73.70% reimb.
BROOKFIELD	35.75% reimb.
BROOKLYN	72.27% reimb.
BURLINGTON	45.42% reimb.
CANAAN	29.31% reimb.
CANTERBURY	64.75% reimb.
CANTON	45.78% reimb.
CHAPLIN	59.74% reimb.
CHESHIRE	45.06% reimb.
CHESTER	34.68% reimb.
CLINTON	46.49% reimb.
COLCHESTER	62.60% reimb.
COLEBROOK	40.05% reimb.
COLUMBIA	42.91% reimb.
CORNWALL	23.22% reimb.
COVENTRY	60.45% reimb.
CROMWELL	52.58% reimb.
DANBURY	67.26% reimb.
DARIEN	21.07% reimb.
DEEP RIVER	47.21% reimb.
DERBY	74.06% reimb.
DURHAM	40.41% reimb.
EAST GRANBY	49.36% reimb.
EAST HADDAM	49% reimb.
EAST HAMPTON	56.52% reimb.
EAST HARTFORD	77.64% reimb.

EAST HAVEN	69.40% reimb.
EAST LYME	44.70% reimb.
EAST WINDSOR	58.31% reimb.
EASTFORD	48.28% reimb.
EASTON	28.23% reimb.
ELLINGTON	64.39% reimb.
ENFIELD	69.76% reimb.
ESSEX	27.16% reimb.
FAIRFIELD	27.88% reimb.
FARMINGTON	34.32% reimb.
FRANKLIN	36.11% reimb.
GLASTONBURY	36.83% reimb.
GOSHEN	28.59% reimb.
GRANBY	48.64% reimb.
GREENWICH	20% reimb.
GRISWOLD	75.13% reimb.
GROTON	61.89% reimb.
GUILFORD	31.46% reimb.
HADDAM	41.48% reimb.
HAMDEN	66.54% reimb.
HAMPTON	43.63% reimb.
HARTFORD	80% reimb.
HARTLAND	42.20% reimb.
HARWINTON	46.13% reimb.
HEBRON	56.16% reimb.
KENT	26.44% reimb.
KILLINGLY	72.98% reimb.
KILLINGWORTH	32.53% reimb.
LEBANON	55.80% reimb.
LEDYARD	66.18% reimb.
LISBON	59.38% reimb.
LITCHFIELD	35.04% reimb.
LYME	25.01% reimb.
MADISON	29.67% reimb.
MANCHESTER	71.91% reimb.
MANSFIELD	71.19% reimb.
MARLBOROUGH	49.71% reimb.
MERIDEN	76.56% reimb.
MIDDLEBURY	41.84% reimb.
MIDDLEFIELD	41.12% reimb.
MIDDLETOWN	65.11% reimb.
MILFORD	33.96% reimb.
MONROE	43.27% reimb.
MONTVILLE	69.05% reimb.
MORRIS	30.02% reimb.
NAUGATUCK	75.85% reimb.
NEW BRITAIN	79.43% reimb.

NEW CANAAN	22.15% reimb.
NEW FAIRFIELD	38.97% reimb.
NEW HARTFORD	47.92% reimb.
NEW HAVEN	78% reimb.
NEW LONDON	78.35% reimb.
NEW MILFORD	53.65% reimb.
NEWINGTON	61.53% reimb.
NEWTOWN	37.18% reimb.
NO. STONINGTON	55.44% reimb.
NORFOLK	28.95% reimb.
NORTH BRANFORD	53.29% reimb.
NORTH CANAAN	57.23% reimb.
NORTH HAVEN	36.69% reimb.
NORWALK	37.90% reimb.
NORWICH	76.92% reimb.
OLD LYME	26.80% reimb.
OLD SAYBROOK	27.52% reimb.
ORANGE	33.60% reimb.
OXFORD	39.33% reimb.
PLAINFIELD	74.42% reimb.
PLAINVILLE	67.61% reimb.
PLYMOUTH	70.84% reimb.
POMFRET	59.02% reimb.
PORTLAND	54.73% reimb.
PRESTON	62.96% reimb.
PROSPECT	54.37% reimb.
PUTNAM	72.63% reimb.
REDDING	25.73% reimb.
RIDGEFIELD	25.37% reimb.
ROCKY HILL	50.07% reimb.
ROXBURY	20.36% reimb.
SALEM	51.86% reimb.
SALISBURY	22.86% reimb.
SCOTLAND	65.82% reimb.
SEYMOUR	67.97% reimb.
SHARON	21.79% reimb.
SHELTON	37.54% reimb.
SHERMAN	24.30% reimb.
SIMSBURY	43.99% reimb.
SOMERS	52.22% reimb.
SOUTH WINDSOR	52.94% reimb.
SOUTHBURY	38.26% reimb.
SOUTHINGTON	57.95% reimb.
SPRAGUE	74.77% reimb.
STAFFORD	70.48% reimb.
STAMFORD	30.38% reimb.
STERLING	73.34% reimb.

STONINGTON	30.74% reimb.
STRATFORD	65.47% reimb.
SUFFIELD	46.85% reimb.
THOMASTON	68.69% reimb
THOMPSON	64.03% reimb.
TOLLAND	55.08% reimb.
TORRINGTON	75.49% reimb.
TRUMBULL	40.76% reimb.
UNION	31.81% reimb.
VERNON	71.55% reimb.
VOLUNTOWN	63.68% reimb
WALLINGFORD	56.87% reimb
WARREN	23.58% reimb.
WASHINGTON	20.72% reimb.
WATERBURY	79.79% reimb
WATERFORD	33.25% reimb.
WATERTOWN	60.81% reimb.
WEST HARTFORD	47.57% reimb.
WEST HAVEN	76.21% reimb.
WESTBROOK	26.09% reimb.
WESTON	23.94% reimb.
WESTPORT	21.43% reimb.
WETHERSFIELD	62.24% reimb.
WILLINGTON	60.10% reimb.
WILTON	24.65% reimb.
WINCHESTER	70.12% reimb.
WINDHAM	79.07% reimb.
WINDSOR	51.50% reimb.
WINDSOR LOCKS	58.66% reimb.
WOLCOTT	66.90% reimb.
WOODBIDGE	32.89% reimb
WOODBURY	35.39% reimb.
WOODSTOCK	63.32% reimb.

## Public School Budget

### Multi-Media Interoperable Communications Systems

Enter the School name and address for each school included in the application. For the systems included in the application enter the estimated costs.

List each school included in this application	School 1	School 2	School 3	School 4
<b>School Name</b>	Hill and Plain Elementary School	Northville Elementary School	Sara Noble Intermediate School	Schaghticoke Middle School
<b>School Street Address</b>	60 Old Town Park Road New Milford, CT 06776	22 Hipp Road New Milford, CT 06776	25 Sunny Valley Road New Milford, CT 06776	23 Hipp Road New Milford, CT 06776
<b>Equipment (enter amount \$)</b>	(enter amount \$ below)	(enter amount \$ below)	(enter amount \$ below)	(enter amount \$ below)
<b>Internal Camera System</b> - system includes the capability of transmitting real time video to law enforcement and/or their call centers.				
		\$10,030.83		
<b>External Camera System</b> - system includes the capability of transmitting real time video to law enforcement and/or their call centers.				
Alarms systems that when activated, open a line of communications with law enforcement centers/and or their call center				
<b>Radio systems</b> - Radio System that ties into law enforcement and/or their call centers				
<b>Internet of Things (IoT) systems</b> - systems that include technology for connecting and exchanging				

for connecting and exchanging data with law enforcement and/or their call centers (sensor based)				
<b>Systems</b> that integrate existing camera, panic alarm systems, etc. for transmission over internet protocol to first responders and/or their call centers.				
<b>Vendor-provided</b> training on systems				
<b>Other</b> multi-media interoperable systems (please email to confirm allowability) then list below				
<b>Total</b>	\$435,352.16	\$10,030.83	\$0.00	\$0.00
<b>Reimbursement Rate (%)</b> (see Reimb% tab for instructions)	53.65%	53.65%	53.65%	53.65%
<b>If awarded, and projects found allowable then the reimbursement amount by school is:</b>	\$233,566.43	\$5,381.54	\$0.00	\$0.00

<b>Total for all schools applied for:</b>	\$445,382.99
x Reimbursement Rate	53.65%
<b>Total possible reimbursement, if awarded:</b>	\$238,947.97

## Public School Budget

### Multi-Media Interoperable

Enter the School name and address

List each school included in this application	School 5	School 6	School 7	School 8
<b>School Name</b>	New Milford High School	Lillis Building	The Maxx	
<b>School Street Address</b>	88 Danbury Road New Milford, CT 06776	50 East Street	94 Railroad Street New Milford, CT 06776	
<b>Equipment (enter amount \$)</b>	(enter amount \$ below)	(enter amount \$ below)	(enter amount \$ below)	(enter amount \$ below)
<b>Internal Camera System</b> - system includes the capability of transmitting real time video to law enforcement and/or their call centers.				
<b>External Camera System</b> - system includes the capability of transmitting real time video to law enforcement and/or their call centers.				
Alarms systems that when activated, open a line of communications with law enforcement centers/and or their call center				
<b>Radio systems</b> - Radio System that ties into law enforcement and/or their call centers				
<b>Internet of Things (IoT) systems</b> - systems that include technology for connecting and exchanging				

for connecting and exchanging data with law enforcement and/or their call centers (sensor based)				
Systems that integrate existing camera, panic alarm systems, etc. for transmission over internet protocol to first responders and/or their call centers.				
Vendor-provided training on systems				
Other multi-media interoperable systems (please email to confirm allowability) then list below				
Total	\$0.00	\$0.00	\$0.00	\$0.00
Reimbursement Rate (%)	53.65%	53.65%	53.65%	
(see Reimb% tab for instructions)				
If awarded, and projects found allowable then the reimbursement amount by school is:	\$0.00	\$0.00	\$0.00	\$0.00

# Public School Budget

## Multi-Media Interoperable

Enter the School name and address

List each school included in this application	School 9	School 10	School 11	School 12
School Name				
School Street Address				
Equipment (enter amount \$)	(enter amount \$ below)	(enter amount \$ below)	(enter amount \$ below)	(enter amount \$ below)
<b>Internal Camera System</b> - system includes the capability of transmitting real time video to law enforcement and/or their call centers.				
<b>External Camera System</b> - system includes the capability of transmitting real time video to law enforcement and/or their call centers.				
<b>Alarms systems</b> that when activated, open a line of communications with law enforcement centers/and or their call center				
<b>Radio systems</b> - Radio System that ties into law enforcement and/or their call centers				
<b>Internet of Things (IoT) systems</b> - systems that include technology for connecting and exchanging				

for connecting and exchanging data with law enforcement and/or their call centers (sensor based)				
<b>Systems</b> that integrate existing camera, panic alarm systems, etc. for transmission over internet protocol to first responders and/or their call centers.				
<b>Vendor-provided</b> training on systems				
<b>Other</b> multi-media interoperable systems (please email to confirm allowability) then list below				
<b>Total</b>	\$0.00	\$0.00	\$0.00	\$0.00
<b>Reimbursement Rate (%)</b> (see Reimb% tab for instructions)				
<b>If awarded, and projects found allowable then the reimbursement amount by school is:</b>	\$0.00	\$0.00	\$0.00	\$0.00

# Public School Budget

## Multi-Media Interoperable

Enter the School name and address

List each school included in this application	School 13	School 14	School 15	School 16
School Name				
School Street Address				
Equipment (enter amount \$)	(enter amount \$ below)	(enter amount \$ below)	(enter amount \$ below)	(enter amount \$ below)
<b>Internal Camera System</b> - system includes the capability of transmitting real time video to law enforcement and/or their call centers.				
<b>External Camera System</b> - system includes the capability of transmitting real time video to law enforcement and/or their call centers.				
Alarms systems that when activated, open a line of communications with law enforcement centers/and or their call center				
<b>Radio systems</b> - Radio System that ties into law enforcement and/or their call centers				
<b>Internet of Things (IoT) systems</b> - systems that include technology for connecting and exchanging				

for connecting and exchanging data with law enforcement and/or their call centers (sensor based)				
Systems that integrate existing camera, panic alarm systems, etc. for transmission over internet protocol to first responders and/or their call centers.				
Vendor-provided training on systems				
Other multi-media interoperable systems (please email to confirm allowability) then list below				
Total	\$0.00	\$0.00	\$0.00	\$0.00
Reimbursement Rate (%) (see Reimb% tab for instructions)				
If awarded, and projects found allowable then the reimbursement amount by school is:	\$0.00	\$0.00	\$0.00	\$0.00

# Public School Budget

## Multi-Media Interoperable

Enter the School name and address

List each school included in this application	School 17	School 18	School 19	School 20
<b>School Name</b>				
<b>School Street Address</b>				
<b>Equipment (enter amount \$)</b>	(enter amount \$ below)	(enter amount \$ below)	(enter amount \$ below)	(enter amount \$ below)
<b>Internal Camera System</b> - system includes the capability of transmitting real time video to law enforcement and/or their call centers.				
<b>External Camera System</b> - system includes the capability of transmitting real time video to law enforcement and/or their call centers.				
<b>Alarms systems</b> that when activated, open a line of communications with law enforcement centers/and or their call center				
<b>Radio systems</b> - Radio System that ties into law enforcement and/or their call centers				
<b>Internet of Things (IoT) systems</b> - systems that include technology for connecting and exchanging				

for connecting and exchanging data with law enforcement and/or their call centers (sensor based)				
<b>Systems</b> that integrate existing camera, panic alarm systems, etc. for transmission over internet protocol to first responders and/or their call centers.				
<b>Vendor-provided</b> training on systems				
<b>Other</b> multi-media interoperable systems (please email to confirm allowability) then list below				
<b>Total</b>	\$0.00	\$0.00	\$0.00	\$0.00
<b>Reimbursement Rate (%)</b> (see Reimb% tab for instructions)				
<b>If awarded, and projects found allowable then the reimbursement amount by school is:</b>	\$0.00	\$0.00	\$0.00	\$0.00

# Public School Budget

## Multi-Media Interoperable

Enter the School name and address

List each school included in this application	School 21	School 22	School 23	School 24
School Name				
School Street Address				
Equipment (enter amount \$)	(enter amount \$ below)	(enter amount \$ below)	(enter amount \$ below)	(enter amount \$ below)
<b>Internal Camera System</b> - system includes the capability of transmitting real time video to law enforcement and/or their call centers.				
<b>External Camera System</b> - system includes the capability of transmitting real time video to law enforcement and/or their call centers.				
Alarms systems that when activated, open a line of communications with law enforcement centers/and or their call center				
<b>Radio systems</b> - Radio System that ties into law enforcement and/or their call centers				
<b>Internet of Things (IoT) systems</b> - systems that include technology for connecting and exchanging				

for connecting and exchanging data with law enforcement and/or their call centers (sensor based)				
<b>Systems</b> that integrate existing camera, panic alarm systems, etc. for transmission over internet protocol to first responders and/or their call centers.				
<b>Vendor-provided</b> training on systems				
<b>Other</b> multi-media interoperable systems (please email to confirm allowability) then list below				
<b>Total</b>	\$0.00	\$0.00	\$0.00	\$0.00
<b>Reimbursement Rate (%)</b> (see Reimb% tab for instructions)				
<b>If awarded, and projects found allowable then the reimbursement amount by school is:</b>	\$0.00	\$0.00	\$0.00	\$0.00

Public School Budget

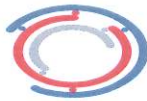
**Multi-Media Interoperable**

Enter the School name and address

List each school included in this application	School 25
School Name	
School Street Address	
<u>Equipment (enter amount \$)</u>	(enter amount \$ below)
<b>Internal Camera System</b> - system includes the capability of transmitting real time video to law enforcement and/or their call centers.	
<b>External Camera System</b> - system includes the capability of transmitting real time video to law enforcement and/or their call centers.	
Alarms systems that when activated, open a line of communications with law enforcement centers/and or their call center	
<b>Radio systems</b> - Radio System that ties into law enforcement and/or their call centers	
<b>Internet of Things (IoT) systems</b> - systems that include technology for connecting and exchanging	

for connecting and exchanging data with law enforcement and/or their call centers (sensor based)	
<b>Systems</b> that integrate existing camera, panic alarm systems, etc. for transmission over internet protocol to first responders and/or their call centers.	
<b>Vendor-provided</b> training on systems	
<b>Other</b> multi-media interoperable systems (please email to confirm allowability) then list below	
<b>Total</b>	\$0.00
<b>Reimbursement Rate (%)</b> (see Reimb% tab for instructions)	
<b>If awarded, and projects found allowable then the reimbursement amount by school is:</b>	\$0.00

# OMNIDATA



4 Industry Drive Ext. Building #2  
West Haven CT, 06473  
203-387-6664

## QUOTE

Quote #:	Q2YQ11437-A
Date:	Jun 1, 2021

**Prepared For:**  
Nestor Aparicio  
New Milford Public Schools  
Phone

**Your Account Manager:**  
Adam Wojcik  
adam.wojcik@myomnidata.com  
203-387-6664 ext 1315

### Notes:

Here is the quote you requested.

Qty	Description	Unit Price	Ext. Price
<i>Package #3 (Year 1 - Per Building)</i>			
7	Mobile Device / Web Based / Notifications - (Annual - PER BUILDING)	\$1.00	\$7.00
7	Per School for Cellular Activation (Annual)	\$300.00	\$2,100.00
7	per school for digitized floorplans - One-time	\$699.00	\$4,893.00
6	per school for SIS integration and mass notification - Annual Includes notifications to members of SIS database, Reunification, Missing students	\$1,000.00	\$6,000.00
7	for 911inform Gateway with LTE Backup - One-time	\$2,600.00	\$18,200.00
7	Gen1 Robot (8 Relay outputs) Comes with PSU (One Time)	\$400.00	\$2,800.00
<i>3rd Party Connection Fees</i>			
75	Per Camera - Annually	\$7.50	\$562.50
30	Per Door - Annually	\$7.50	\$225.00
SubTotal			\$34,787.50
<i>Year 2 and 3 Subscription</i>			
1	Year 2	\$8,857.00	\$8,857.00
1	Year 3	\$8,857.00	\$8,857.00

Qty	Description	Unit Price	Ext. Price
		<b>SubTotal</b>	<b>\$52,501.50</b>
		<b>Tax</b>	<b>\$0.00</b>
		<b>Shipping</b>	<b>\$0.00</b>
		<b>TOTAL</b>	<b>\$52,501.50</b>

*Signature:*

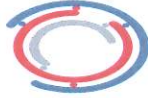
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*Title:*

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Prices are subject to change without notice. Terms are NET 15 and subject to 1.5% monthly fee for unpaid balance.  
 Signing this quote is agreeing to Omni Data, LLC's terms and conditions which can be found at  
<http://www.omnianswers.net/terms-and-conditions.pdf>

# OMNIDATA



4 Industry Drive Ext. Building #2  
West Haven CT. 06473  
203-387-6664

## QUOTE

Quote #:	Q2YQ11440
Date:	Jun 2, 2021

### Prepared For:

Kevin Munrett  
New Milford Public Schools  
Phone 860-354-6265  
386 Danbury Road  
New Milford

### Your Account Manager:

**Adam Wojcik**  
adam.wojcik@myomnidata.com  
203-387-6664 ext 1315

### Notes:

Here is the quote you requested.

Qty	Description	Unit Price	Ext. Price
1	Access Control Manager Enterprise – Web-Based PACS Appliance 64 Readers - includes:   physical appliance   embedded Linux OS & Open LDAP licenses for configuration database   Access Control Manager Security Management Software License   Four (4), AC-SW-16RCU, 16 Reader Count Software License   Total reader capacity can be expanded from 64 to 400 readers, in increments of 16, with the purchase of the desired quantity of AC-SW-16RCU, 16 Reader Count Software Licenses   Three (3) year appliance HW warranty begins at date of ship	\$5,870.03	\$5,870.03
1	LDAP Directory Connectivity Software License (required for integration with Microsoft Active Directory or other directory products)	\$2,380.00	\$2,380.00
1	Badging Application Software License (one per Appliance)	\$793.01	\$793.01
1	16 Reader Count ACM 6 Software License	\$793.01	\$793.01
1	Installation Labor door Hardware	\$59,277.78	\$59,277.78
1	System conversion users and schedules <i>East Street (2 Doors)</i>	\$4,000.00	\$4,000.00
1	Intelligent Controller, Linux Based with 2 doors, 8 inputs and 4 outputs, expandable up to 64 doors. (Mercury Part #: LP1502)	\$1,230.93	\$1,230.93
1	Four Door Mercury Dual Voltage Integrated Power System supporting one AC-MER-CONT-2DR with one AC-MER-CON-MR52 (Mercury hardware sold separately). The advantage of a dual voltage power supply is the ability to power both Mercury boards and door locks from the same supply. Includes a painted steel enclosure, removable pre drilled back plate, controller standoffs and mounting screws and a 75 watt 12V/2A and 24V/2A power supply-battery charger. The power supply is pre-wired to eight Class 2, Power Limited (CL2PL) outputs (D8P Board) delivering a regulated independent power	\$490.28	\$490.28

Qty	Description	Unit Price	Ext. Price
	connection to each Mercury board and four fused output (C4 Board) for independent relay lock power. The power supply features dual outputs (12 & 24volts DC), form 'C' fault relay contacts, a fire alarm input and network interface (interface module sold separately) to enable monitoring, reporting and control of the power system from Access Control Manager (ACM) link. Battery space for two 12V, 8Ah batteries is available in cabinet. Cabinet size: 16" x 20" x 4.5" with door lock and two (2) keys. Weight 19 lb.(LifeSafety Power Part Number: FPO75-B100C4D8PE2M)		
2	Signo40, Wall mount, 13.56mHz & 125kHz, OSDP/Wiegand, Pigtail, Mobile Ready, BLE	\$261.32	\$522.64
	<i>Hill and Plain (7 Doors)</i>		
3	Intelligent Controller, Linux Based with 2 doors, 8 inputs and 4 outputs, expandable up to 64 doors. (Mercury Part #: LP1502)	\$1,230.93	\$3,692.79
3	Series 3 Two-Reader Interface Module: mag or wiegand, 8 inputs, 6 relays (Mercury Part Number: MR52-S3)	\$677.83	\$2,033.49
3	Four Door Mercury Dual Voltage Integrated Power System supporting one AC-MER-CONT-2DR with one AC-MER-CON-MR52 (Mercury hardware sold separately). The advantage of a dual voltage power supply is the ability to power both Mercury boards and door locks from the same supply. Includes a painted steel enclosure, removable pre drilled back plate, controller standoffs and mounting screws and a 75 watt 12V/2A and 24V/2A power supply-battery charger. The power supply is pre-wired to eight Class 2, Power Limited (CL2PL) outputs (D8P Board) delivering a regulated independent power connection to each Mercury board and four fused output (C4 Board) for independent relay lock power. The power supply features dual outputs (12 & 24volts DC), form 'C' fault relay contacts, a fire alarm input and network interface (interface module sold separately) to enable monitoring, reporting and control of the power system from Access Control Manager (ACM) link. Battery space for two 12V, 8Ah batteries is available in cabinet. Cabinet size: 16" x 20" x 4.5" with door lock and two (2) keys. Weight 19 lb.(LifeSafety Power Part Number: FPO75-B100C4D8PE2M)	\$490.28	\$1,470.84
7	RP40 Standard wall switch reader; Wiegand; HID Prox, AWID and EM4102 (32 bits); ICLASS Seos, SE, SR, Standard; MIFARE Classic (SIO), MIFARE DESFire EV1 (SIO); Mobile IDs via NFC; ISO 14443 UID; Pigtail (HID Part #: 920PTNNEK00000)	\$269.41	\$1,885.87
	<i>Northville (7 Doors)</i>		
3	Intelligent Controller, Linux Based with 2 doors, 8 inputs and 4 outputs, expandable up to 64 doors. (Mercury Part #: LP1502)	\$1,230.93	\$3,692.79
2	Series 3 Two-Reader Interface Module: mag or wiegand, 8 inputs, 6 relays (Mercury Part Number: MR52-S3)	\$677.83	\$1,355.66
3	Four Door Mercury Dual Voltage Integrated Power System supporting one AC-MER-CONT-2DR with one AC-MER-CON-MR52 (Mercury hardware sold separately). The advantage of a dual voltage power supply is the ability to power both Mercury boards and door locks from the	\$490.28	\$1,470.84

Qty	Description	Unit Price	Ext. Price
	same supply. Includes a painted steel enclosure, removable pre drilled back plate, controller standoffs and mounting screws and a 75 watt 12V/2A and 24V/2A power supply-battery charger. The power supply is pre-wired to eight Class 2, Power Limited (CL2PL) outputs (D8P Board) delivering a regulated independent power connection to each Mercury board and four fused output (C4 Board) for independent relay lock power. The power supply features dual outputs (12 & 24volts DC), form 'C' fault relay contacts, a fire alarm input and network interface (interface module sold separately) to enable monitoring, reporting and control of the power system from Access Control Manager (ACM) link. Battery space for two 12V, 8Ah batteries is available in cabinet. Cabinet size: 16" x 20" x 4.5" with door lock and two (2) keys. Weight 19 lb.(LifeSafety Power Part Number: FPO75-B100C4D8PE2M)		
7	RP40 Standard wall switch reader; Wiegand; HID Prox, AWID and EM4102 (32 bits); iCLASS Seos, SE, SR, Standard; MIFARE Classic (SIO), MIFARE DESFire EV1 (SIO); Mobile IDs via NFC; ISO 14443 UID; Pigtail (HID Part #: 920PTNNEK00000)	\$269.41	\$1,885.87
	<i>Schaghticoke (6 Doors)</i>		
2	Intelligent Controller, Linux Based with 2 doors, 8 inputs and 4 outputs, expandable up to 64 doors. (Mercury Part #: LP1502)	\$1,230.93	\$2,461.86
1	Series 3 Two-Reader Interface Module: mag or wiegand, 8 inputs, 6 relays (Mercury Part Number: MR52-S3)	\$677.83	\$677.83
2	Four Door Mercury Dual Voltage Integrated Power System supporting one AC-MER-CONT-2DR with one AC-MER-CON-MR52 (Mercury hardware sold separately). The advantage of a dual voltage power supply is the ability to power both Mercury boards and door locks from the same supply. Includes a painted steel enclosure, removable pre drilled back plate, controller standoffs and mounting screws and a 75 watt 12V/2A and 24V/2A power supply-battery charger. The power supply is pre-wired to eight Class 2, Power Limited (CL2PL) outputs (D8P Board) delivering a regulated independent power connection to each Mercury board and four fused output (C4 Board) for independent relay lock power. The power supply features dual outputs (12 & 24volts DC), form 'C' fault relay contacts, a fire alarm input and network interface (interface module sold separately) to enable monitoring, reporting and control of the power system from Access Control Manager (ACM) link. Battery space for two 12V, 8Ah batteries is available in cabinet. Cabinet size: 16" x 20" x 4.5" with door lock and two (2) keys. Weight 19 lb.(LifeSafety Power Part Number: FPO75-B100C4D8PE2M)	\$490.28	\$980.56
6	RP40 Standard wall switch reader; Wiegand; HID Prox, AWID and EM4102 (32 bits); iCLASS Seos, SE, SR, Standard; MIFARE Classic (SIO), MIFARE DESFire EV1 (SIO); Mobile IDs via NFC; ISO 14443 UID; Pigtail (HID Part #: 920PTNNEK00000)	\$269.41	\$1,616.46
	<i>Sarah Noble (7 Doors)</i>		
3	Intelligent Controller, Linux Based with 2 doors, 8 inputs and 4 outputs, expandable up to 64 doors. (Mercury Part #: LP1502)	\$1,230.93	\$3,692.79

Qty	Description	Unit Price	Ext. Price
1	Series 3 Two-Reader Interface Module: mag or wiegand, 8 inputs, 6 relays (Mercury Part Number: MR52-S3)	\$677.83	\$677.83
3	Four Door Mercury Dual Voltage Integrated Power System supporting one AC-MER-CONT-2DR with one AC-MER-CON-MR52 (Mercury hardware sold separately). The advantage of a dual voltage power supply is the ability to power both Mercury boards and door locks from the same supply. Includes a painted steel enclosure, removable pre drilled back plate, controller standoffs and mounting screws and a 75 watt 12V/2A and 24V/2A power supply-battery charger. The power supply is pre-wired to eight Class 2, Power Limited (CL2PL) outputs (D8P Board) delivering a regulated independent power connection to each Mercury board and four fused output (C4 Board) for independent relay lock power. The power supply features dual outputs (12 & 24volts DC), form 'C' fault relay contacts, a fire alarm input and network interface (interface module sold separately) to enable monitoring, reporting and control of the power system from Access Control Manager (ACM) link. Battery space for two 12V, 8Ah batteries is available in cabinet. Cabinet size: 16" x 20" x 4.5" with door lock and two (2) keys. Weight 19 lb.(LifeSafety Power Part Number: FPO75-B100C4D8PE2M)	\$490.28	\$1,470.84
7	RP40 Standard wall switch reader; Wiegand; HID Prox, AWID and EM4102 (32 bits); iCLASS Seos, SE, SR, Standard; MIFARE Classic (SIO), MIFARE DESFire EV1 (SIO); Mobile IDs via NFC; ISO 14443 UID; Pigtail (HID Part #: 920PTNNEK00000)	\$269.41	\$1,885.87
<i>High School (7 Doors)</i>			
3	Intelligent Controller, Linux Based with 2 doors, 8 inputs and 4 outputs, expandable up to 64 doors. (Mercury Part #: LP1502)	\$1,230.93	\$3,692.79
3	Series 3 Two-Reader Interface Module: mag or wiegand, 8 inputs, 6 relays (Mercury Part Number: MR52-S3)	\$677.83	\$2,033.49
3	Four Door Mercury Dual Voltage Integrated Power System supporting one AC-MER-CONT-2DR with one AC-MER-CON-MR52 (Mercury hardware sold separately). The advantage of a dual voltage power supply is the ability to power both Mercury boards and door locks from the same supply. Includes a painted steel enclosure, removable pre drilled back plate, controller standoffs and mounting screws and a 75 watt 12V/2A and 24V/2A power supply-battery charger. The power supply is pre-wired to eight Class 2, Power Limited (CL2PL) outputs (D8P Board) delivering a regulated independent power connection to each Mercury board and four fused output (C4 Board) for independent relay lock power. The power supply features dual outputs (12 & 24volts DC), form 'C' fault relay contacts, a fire alarm input and network interface (interface module sold separately) to enable monitoring, reporting and control of the power system from Access Control Manager (ACM) link. Battery space for two 12V, 8Ah batteries is available in cabinet. Cabinet size: 16" x 20" x 4.5" with door lock and two (2) keys. Weight 19 lb.(LifeSafety Power Part Number: FPO75-B100C4D8PE2M)	\$490.28	\$1,470.84
7	RP40 Standard wall switch reader; Wiegand; HID Prox, AWID and EM4102 (32 bits); iCLASS Seos, SE, SR, Standard; MIFARE Classic (SIO), MIFARE DESFire EV1 (SIO); Mobile IDs via NFC; ISO 14443 UID; Pigtail (HID Part #: 920PTNNEK00000)	\$269.41	\$1,885.87

Qty	Description	Unit Price	Ext. Price
<i>3rd Fl (4) Doors using 2nd floor closets (3)</i>			
3	Intelligent Controller, Linux Based with 2 doors, 8 inputs and 4 outputs, expandable up to 64 doors. (Mercury Part #: LP1502)	\$1,230.93	\$3,692.79
3	Four Door Mercury Dual Voltage Integrated Power System supporting one AC-MER-CONT-2DR with one AC-MER-CON-MR52 (Mercury hardware sold separately). The advantage of a dual voltage power supply is the ability to power both Mercury boards and door locks from the same supply. Includes a painted steel enclosure, removable pre drilled back plate, controller standoffs and mounting screws and a 75 watt 12V/2A and 24V/2A power supply-battery charger. The power supply is pre-wired to eight Class 2, Power Limited (CL2PL) outputs (D8P Board) delivering a regulated independent power connection to each Mercury board and four fused output (C4 Board) for independent relay lock power. The power supply features dual outputs (12 & 24volts DC), form 'C' fault relay contacts, a fire alarm input and network interface (interface module sold separately) to enable monitoring, reporting and control of the power system from Access Control Manager (ACM) link. Battery space for two 12V, 8Ah batteries is available in cabinet. Cabinet size: 16" x 20" x 4.5" with door lock and two (2) keys. Weight 19 lb.(LifeSafety Power Part Number: FPO75-B100C4D8PE2M)	\$490.28	\$1,470.84
4	RP40 Standard wall switch reader; Wiegand; HID Prox, AWID and EM4102 (32 bits); iCLASS Seos, SE, SR, Standard; MIFARE Classic (SIO), MIFARE DESFire EV1 (SIO); Mobile IDs via NFC; ISO 14443 UID; Pigtail (HID Part #: 920PTNNEK000000)	\$269.41	\$1,077.64
<i>The MAX (1 Door)</i>			
1	Intelligent Controller, Linux Based with 2 doors, 8 inputs and 4 outputs, expandable up to 64 doors. (Mercury Part #: LP1502)	\$1,230.93	\$1,230.93
1	Four Door Mercury Dual Voltage Integrated Power System supporting one AC-MER-CONT-2DR with one AC-MER-CON-MR52 (Mercury hardware sold separately). The advantage of a dual voltage power supply is the ability to power both Mercury boards and door locks from the same supply. Includes a painted steel enclosure, removable pre drilled back plate, controller standoffs and mounting screws and a 75 watt 12V/2A and 24V/2A power supply-battery charger. The power supply is pre-wired to eight Class 2, Power Limited (CL2PL) outputs (D8P Board) delivering a regulated independent power connection to each Mercury board and four fused output (C4 Board) for independent relay lock power. The power supply features dual outputs (12 & 24volts DC), form 'C' fault relay contacts, a fire alarm input and network interface (interface module sold separately) to enable monitoring, reporting and control of the power system from Access Control Manager (ACM) link. Battery space for two 12V, 8Ah batteries is available in cabinet. Cabinet size: 16" x 20" x 4.5" with door lock and two (2) keys. Weight 19 lb.(LifeSafety Power Part Number: FPO75-B100C4D8PE2M)	\$490.28	\$490.28
1	RP40 Standard wall switch reader; Wiegand; HID Prox, AWID and EM4102 (32 bits); iCLASS Seos, SE, SR, Standard; MIFARE Classic (SIO), MIFARE DESFire EV1 (SIO); Mobile IDs via NFC; ISO 14443 UID; Pigtail (HID Part #: 920PTNNEK000000)	\$269.41	\$269.41

Qty	Description	Unit Price	Ext. Price
1	Request to Exit Sensor	\$84.83	\$84.83
1	Magnetic door contact	\$16.00	\$16.00
1	Retro fit Kit	\$625.00	\$625.00
1	Access Control Cable Run	\$225.00	\$225.00

<b>SubTotal</b>	<b>\$124,575.58</b>
<b>Tax</b>	<b>\$0.00</b>
<b>Shipping</b>	<b>\$0.00</b>
<b>TOTAL</b>	<b>\$124,575.58</b>

*Signature:*

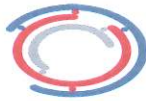
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*Title:*

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Prices are subject to change without notice. Terms are NET 15 and subject to 1.5% monthly fee for unpaid balance.  
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<http://www.omnianswers.net/terms-and-conditions.pdf>

# OMNIDATA



4 Industry Drive Ext. Building #2  
West Haven CT. 06473  
203-387-6664

## QUOTE

Quote #:	Q2YQ11440
Date:	Jun 2, 2021

### Prepared For:

Kevin Munrett  
New Milford Public Schools  
Phone 860-354-6265  
386 Danbury Road  
New Milford

### Your Account Manager:

**Adam Wojcik**  
adam.wojcik@myomnidata.com  
203-387-6664 ext 1315

### Notes:

Here is the quote you requested.

Qty	Description	Unit Price	Ext. Price
1	Access Control Manager Enterprise – Web-Based PACS Appliance 64 Readers - includes:   physical appliance   embedded Linux OS & Open LDAP licenses for configuration database   Access Control Manager Security Management Software License   Four (4), AC-SW-16RCU, 16 Reader Count Software License   Total reader capacity can be expanded from 64 to 400 readers, in increments of 16, with the purchase of the desired quantity of AC-SW-16RCU, 16 Reader Count Software Licenses   Three (3) year appliance HW warranty begins at date of ship	\$5,870.03	\$5,870.03
1	LDAP Directory Connectivity Software License (required for integration with Microsoft Active Directory or other directory products)	\$2,380.00	\$2,380.00
1	Badging Application Software License (one per Appliance)	\$793.01	\$793.01
1	16 Reader Count ACM 6 Software License	\$793.01	\$793.01
1	Installation Labor door Hardware	\$59,277.78	\$59,277.78
1	System conversion users and schedules	\$4,000.00	\$4,000.00
<i>East Street (2 Doors)</i>			
1	Intelligent Controller, Linux Based with 2 doors, 8 inputs and 4 outputs, expandable up to 64 doors. (Mercury Part #: LP1502)	\$1,230.93	\$1,230.93
1	Four Door Mercury Dual Voltage Integrated Power System supporting one AC-MER-CONT-2DR with one AC-MER-CON-MR52 (Mercury hardware sold separately). The advantage of a dual voltage power supply is the ability to power both Mercury boards and door locks from the same supply. Includes a painted steel enclosure, removable pre drilled back plate, controller standoffs and mounting screws and a 75 watt 12V/2A and 24V/2A power supply-battery charger. The power supply is pre-wired to eight Class 2, Power Limited (CL2PL) outputs (D8P Board) delivering a regulated independent power	\$490.28	\$490.28

Qty	Description	Unit Price	Ext. Price
	connection to each Mercury board and four fused output (C4 Board) for independent relay lock power. The power supply features dual outputs (12 & 24volts DC), form 'C' fault relay contacts, a fire alarm input and network interface (interface module sold separately) to enable monitoring, reporting and control of the power system from Access Control Manager (ACM) link. Battery space for two 12V, 8Ah batteries is available in cabinet. Cabinet size: 16" x 20" x 4.5" with door lock and two (2) keys. Weight 19 lb.(LifeSafety Power Part Number: FPO75-B100C4D8PE2M)		
2	Signo40, Wall mount, 13.56mHz & 125kHz, OSDP/Wiegand, Pigtail, Mobile Ready, BLE	\$261.32	\$522.64
<i>Hill and Plain (7 Doors)</i>			
3	Intelligent Controller, Linux Based with 2 doors, 8 inputs and 4 outputs, expandable up to 64 doors. (Mercury Part #: LP1502)	\$1,230.93	\$3,692.79
3	Series 3 Two-Reader Interface Module: mag or wiegand, 8 inputs, 6 relays (Mercury Part Number: MR52-S3)	\$677.83	\$2,033.49
3	Four Door Mercury Dual Voltage Integrated Power System supporting one AC-MER-CONT-2DR with one AC-MER-CON-MR52 (Mercury hardware sold separately). The advantage of a dual voltage power supply is the ability to power both Mercury boards and door locks from the same supply. Includes a painted steel enclosure, removable pre drilled back plate, controller standoffs and mounting screws and a 75 watt 12V/2A and 24V/2A power supply-battery charger. The power supply is pre-wired to eight Class 2, Power Limited (CL2PL) outputs (D8P Board) delivering a regulated independent power connection to each Mercury board and four fused output (C4 Board) for independent relay lock power. The power supply features dual outputs (12 & 24volts DC), form 'C' fault relay contacts, a fire alarm input and network interface (interface module sold separately) to enable monitoring, reporting and control of the power system from Access Control Manager (ACM) link. Battery space for two 12V, 8Ah batteries is available in cabinet. Cabinet size: 16" x 20" x 4.5" with door lock and two (2) keys. Weight 19 lb.(LifeSafety Power Part Number: FPO75-B100C4D8PE2M)	\$490.28	\$1,470.84
7	RP40 Standard wall switch reader; Wiegand; HID Prox, AWID and EM4102 (32 bits); iCLASS Seos, SE, SR, Standard; MIFARE Classic (SIO), MIFARE DESFire EV1 (SIO); Mobile IDs via NFC; ISO 14443 UID; Pigtail (HID Part #: 920PTNNEK00000)	\$269.41	\$1,885.87
<i>Northville (7 Doors)</i>			
3	Intelligent Controller, Linux Based with 2 doors, 8 inputs and 4 outputs, expandable up to 64 doors. (Mercury Part #: LP1502)	\$1,230.93	\$3,692.79
2	Series 3 Two-Reader Interface Module: mag or wiegand, 8 inputs, 6 relays (Mercury Part Number: MR52-S3)	\$677.83	\$1,355.66
3	Four Door Mercury Dual Voltage Integrated Power System supporting one AC-MER-CONT-2DR with one AC-MER-CON-MR52 (Mercury hardware sold separately). The advantage of a dual voltage power supply is the ability to power both Mercury boards and door locks from the	\$490.28	\$1,470.84

Qty	Description	Unit Price	Ext. Price
	same supply. Includes a painted steel enclosure, removable pre drilled back plate, controller standoffs and mounting screws and a 75 watt 12V/2A and 24V/2A power supply-battery charger. The power supply is pre-wired to eight Class 2, Power Limited (CL2PL) outputs (D8P Board) delivering a regulated independent power connection to each Mercury board and four fused output (C4 Board) for independent relay lock power. The power supply features dual outputs (12 & 24volts DC), form 'C' fault relay contacts, a fire alarm input and network interface (interface module sold separately) to enable monitoring, reporting and control of the power system from Access Control Manager (ACM) link. Battery space for two 12V, 8Ah batteries is available in cabinet. Cabinet size: 16" x 20" x 4.5" with door lock and two (2) keys. Weight 19 lb.(LifeSafety Power Part Number: FPO75-B100C4D8PE2M)		
7	RP40 Standard wall switch reader; Wiegand; HID Prox, AWID and EM4102 (32 bits); iCLASS Seos, SE, SR, Standard; MIFARE Classic (SIO), MIFARE DESFire EV1 (SIO); Mobile IDs via NFC; ISO 14443 UID; Pigtail (HID Part #: 920PTNNEK00000)	\$269.41	\$1,885.87
<i>Schaghticoke (6 Doors)</i>			
2	Intelligent Controller, Linux Based with 2 doors, 8 inputs and 4 outputs, expandable up to 64 doors. (Mercury Part #: LP1502)	\$1,230.93	\$2,461.86
1	Series 3 Two-Reader Interface Module: mag or wiegand, 8 inputs, 6 relays (Mercury Part Number: MR52-S3)	\$677.83	\$677.83
2	Four Door Mercury Dual Voltage Integrated Power System supporting one AC-MER-CONT-2DR with one AC-MER-CON-MR52 (Mercury hardware sold separately). The advantage of a dual voltage power supply is the ability to power both Mercury boards and door locks from the same supply. Includes a painted steel enclosure, removable pre drilled back plate, controller standoffs and mounting screws and a 75 watt 12V/2A and 24V/2A power supply-battery charger. The power supply is pre-wired to eight Class 2, Power Limited (CL2PL) outputs (D8P Board) delivering a regulated independent power connection to each Mercury board and four fused output (C4 Board) for independent relay lock power. The power supply features dual outputs (12 & 24volts DC), form 'C' fault relay contacts, a fire alarm input and network interface (interface module sold separately) to enable monitoring, reporting and control of the power system from Access Control Manager (ACM) link. Battery space for two 12V, 8Ah batteries is available in cabinet. Cabinet size: 16" x 20" x 4.5" with door lock and two (2) keys. Weight 19 lb.(LifeSafety Power Part Number: FPO75-B100C4D8PE2M)	\$490.28	\$980.56
6	RP40 Standard wall switch reader; Wiegand; HID Prox, AWID and EM4102 (32 bits); iCLASS Seos, SE, SR, Standard; MIFARE Classic (SIO), MIFARE DESFire EV1 (SIO); Mobile IDs via NFC; ISO 14443 UID; Pigtail (HID Part #: 920PTNNEK00000)	\$269.41	\$1,616.46
<i>Sarah Noble (7 Doors)</i>			
3	Intelligent Controller, Linux Based with 2 doors, 8 inputs and 4 outputs, expandable up to 64 doors. (Mercury Part #: LP1502)	\$1,230.93	\$3,692.79

Qty	Description	Unit Price	Ext. Price
1	Series 3 Two-Reader Interface Module: mag or wiegand, 8 inputs, 6 relays (Mercury Part Number: MR52-S3)	\$677.83	\$677.83
3	Four Door Mercury Dual Voltage Integrated Power System supporting one AC-MER-CONT-2DR with one AC-MER-CON-MR52 (Mercury hardware sold separately). The advantage of a dual voltage power supply is the ability to power both Mercury boards and door locks from the same supply. Includes a painted steel enclosure, removable pre drilled back plate, controller standoffs and mounting screws and a 75 watt 12V/2A and 24V/2A power supply-battery charger. The power supply is pre-wired to eight Class 2, Power Limited (CL2PL) outputs (D8P Board) delivering a regulated independent power connection to each Mercury board and four fused output (C4 Board) for independent relay lock power. The power supply features dual outputs (12 & 24volts DC), form 'C' fault relay contacts, a fire alarm input and network interface (interface module sold separately) to enable monitoring, reporting and control of the power system from Access Control Manager (ACM) link. Battery space for two 12V, 8Ah batteries is available in cabinet. Cabinet size: 16" x 20" x 4.5" with door lock and two (2) keys. Weight 19 lb.(LifeSafety Power Part Number: FPO75-B100C4D8PE2M)	\$490.28	\$1,470.84
7	RP40 Standard wall switch reader; Wiegand; HID Prox, AWID and EM4102 (32 bits); iCLASS Seos, SE, SR, Standard; MIFARE Classic (SIO), MIFARE DESFire EV1 (SIO); Mobile IDs via NFC; ISO 14443 UID; Pigtail (HID Part #: 920PTNNEK00000)	\$269.41	\$1,885.87
<i>High School (7 Doors)</i>			
3	Intelligent Controller, Linux Based with 2 doors, 8 inputs and 4 outputs, expandable up to 64 doors. (Mercury Part #: LP1502)	\$1,230.93	\$3,692.79
3	Series 3 Two-Reader Interface Module: mag or wiegand, 8 inputs, 6 relays (Mercury Part Number: MR52-S3)	\$677.83	\$2,033.49
3	Four Door Mercury Dual Voltage Integrated Power System supporting one AC-MER-CONT-2DR with one AC-MER-CON-MR52 (Mercury hardware sold separately). The advantage of a dual voltage power supply is the ability to power both Mercury boards and door locks from the same supply. Includes a painted steel enclosure, removable pre drilled back plate, controller standoffs and mounting screws and a 75 watt 12V/2A and 24V/2A power supply-battery charger. The power supply is pre-wired to eight Class 2, Power Limited (CL2PL) outputs (D8P Board) delivering a regulated independent power connection to each Mercury board and four fused output (C4 Board) for independent relay lock power. The power supply features dual outputs (12 & 24volts DC), form 'C' fault relay contacts, a fire alarm input and network interface (interface module sold separately) to enable monitoring, reporting and control of the power system from Access Control Manager (ACM) link. Battery space for two 12V, 8Ah batteries is available in cabinet. Cabinet size: 16" x 20" x 4.5" with door lock and two (2) keys. Weight 19 lb.(LifeSafety Power Part Number: FPO75-B100C4D8PE2M)	\$490.28	\$1,470.84
7	RP40 Standard wall switch reader; Wiegand; HID Prox, AWID and EM4102 (32 bits); iCLASS Seos, SE, SR, Standard; MIFARE Classic (SIO), MIFARE DESFire EV1 (SIO); Mobile IDs via NFC; ISO 14443 UID; Pigtail (HID Part #: 920PTNNEK00000)	\$269.41	\$1,885.87

Qty	Description	Unit Price	Ext. Price
<i>3rd Fl (4) Doors using 2nd floor closets (3)</i>			
3	Intelligent Controller, Linux Based with 2 doors, 8 inputs and 4 outputs, expandable up to 64 doors. (Mercury Part #: LP1502)	\$1,230.93	\$3,692.79
3	Four Door Mercury Dual Voltage Integrated Power System supporting one AC-MER-CONT-2DR with one AC-MER-CON-MR52 (Mercury hardware sold separately). The advantage of a dual voltage power supply is the ability to power both Mercury boards and door locks from the same supply. Includes a painted steel enclosure, removable pre drilled back plate, controller standoffs and mounting screws and a 75 watt 12V/2A and 24V/2A power supply-battery charger. The power supply is pre-wired to eight Class 2, Power Limited (CL2PL) outputs (D8P Board) delivering a regulated independent power connection to each Mercury board and four fused output (C4 Board) for independent relay lock power. The power supply features dual outputs (12 & 24volts DC), form 'C' fault relay contacts, a fire alarm input and network interface (interface module sold separately) to enable monitoring, reporting and control of the power system from Access Control Manager (ACM) link. Battery space for two 12V, 8Ah batteries is available in cabinet. Cabinet size: 16" x 20" x 4.5" with door lock and two (2) keys. Weight 19 lb.(LifeSafety Power Part Number: FPO75-B100C4D8PE2M)	\$490.28	\$1,470.84
4	RP40 Standard wall switch reader; Wiegand; HID Prox, AWID and EM4102 (32 bits); iCLASS Seos, SE, SR, Standard; MIFARE Classic (SIO), MIFARE DESFire EV1 (SIO); Mobile IDs via NFC; ISO 14443 UID; Pigtail (HID Part #: 920PTNNEK00000)	\$269.41	\$1,077.64
<i>The MAX (1 Door)</i>			
1	Intelligent Controller, Linux Based with 2 doors, 8 inputs and 4 outputs, expandable up to 64 doors. (Mercury Part #: LP1502)	\$1,230.93	\$1,230.93
1	Four Door Mercury Dual Voltage Integrated Power System supporting one AC-MER-CONT-2DR with one AC-MER-CON-MR52 (Mercury hardware sold separately). The advantage of a dual voltage power supply is the ability to power both Mercury boards and door locks from the same supply. Includes a painted steel enclosure, removable pre drilled back plate, controller standoffs and mounting screws and a 75 watt 12V/2A and 24V/2A power supply-battery charger. The power supply is pre-wired to eight Class 2, Power Limited (CL2PL) outputs (D8P Board) delivering a regulated independent power connection to each Mercury board and four fused output (C4 Board) for independent relay lock power. The power supply features dual outputs (12 & 24volts DC), form 'C' fault relay contacts, a fire alarm input and network interface (interface module sold separately) to enable monitoring, reporting and control of the power system from Access Control Manager (ACM) link. Battery space for two 12V, 8Ah batteries is available in cabinet. Cabinet size: 16" x 20" x 4.5" with door lock and two (2) keys. Weight 19 lb.(LifeSafety Power Part Number: FPO75-B100C4D8PE2M)	\$490.28	\$490.28
1	RP40 Standard wall switch reader; Wiegand; HID Prox, AWID and EM4102 (32 bits); iCLASS Seos, SE, SR, Standard; MIFARE Classic (SIO), MIFARE DESFire EV1 (SIO); Mobile IDs via NFC; ISO 14443 UID; Pigtail (HID Part #: 920PTNNEK00000)	\$269.41	\$269.41

Qty	Description	Unit Price	Ext. Price
1	Request to Exit Sensor	\$84.83	\$84.83
1	Magnetic door contact	\$16.00	\$16.00
1	Retro fit Kit	\$625.00	\$625.00
1	Access Control Cable Run	\$225.00	\$225.00

SubTotal	\$124,575.58
Tax	\$0.00
Shipping	\$0.00
<b>TOTAL</b>	<b>\$124,575.58</b>

*Signature:*

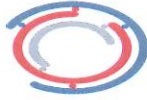
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*Title:*

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# OMNIDATA



4 Industry Drive Ext. Building #2  
West Haven CT, 06473  
203-387-6664

## QUOTE

Quote #:	Q2YQ11453
Date:	May 18, 2021

**Prepared For:**  
Nestor Aparicio  
New Milford Public Schools  
Phone

**Your Account Manager:**  
Adam Wojcik  
adam.wojcik@myomnidata.com  
203-387-6664 ext 1315

### Notes:

Here is the quote you requested.

Qty	Description	Unit Price	Ext. Price
<i>Hill and Plain</i>			
3	2MP H5A Indoor Dome Camera with 3.3-9mm Lens	\$787.86	\$2,363.58
2	4MP H5A Outdoor Dome Camera with 3.3-9mm Lens	\$1,075.59	\$2,151.18
1	4x 8MP H4 Multisensor Camera Module with 4mm Lens	\$2,363.59	\$2,363.59
1	Pendant Mount Adapter for H4 Multisensor	\$67.53	\$67.53
1	Outdoor Dome Cover for H4 Multisensor	\$157.57	\$157.57
1	Wall Arm for H4 IRPTZ or H4 Multisensor	\$93.56	\$93.56
1	IR Illuminator Ring for H4 Multisensor	\$324.99	\$324.99
1	POE Injector, 95W, NA	\$393.93	\$393.93
6	Cat6 Cable Runs	\$300.00	\$1,800.00
3	Exterior Camera Install	\$332.50	\$997.50
3	Interior Camera Install	\$237.50	\$712.50
6	ACC 7 Enterprise camera channel	\$217.96	\$1,307.76
1	Misc Material	\$150.00	\$150.00

Qty	Description	Unit Price	Ext. Price
		<b>SubTotal</b>	<b>\$12,883.69</b>
		<b>Tax</b>	<b>\$0.00</b>
		<b>Shipping</b>	<b>\$0.00</b>
		<b>TOTAL</b>	<b>\$12,883.69</b>

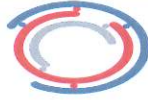
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*Title:*

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Quote #:	Q2YQ11452
Date:	May 18, 2021


**Prepared For:**  
Nestor Aparicio  
New Milford Public Schools  
Phone

**Your Account Manager:**  
Adam Wojcik  
adam.wojcik@myomnidata.com  
203-387-6664 ext 1315

### Notes:

Here is the quote you requested.

Qty	Description	Unit Price	Ext. Price
<i>High School</i>			
73	2MP H5A Indoor Dome Camera with 3.3-9mm Lens	\$787.86	\$57,513.78
73	5MP H5SL Indoor Dome Camera with 3.1-8.4mm Lens (Optional)	(Not included in Quote) This option can be added for: \$40259.50	
2	4MP H5A Outdoor Dome Camera with 3.3-9mm Lens	\$1,124.83	\$2,249.66
1	8MP H5A Bullet Camera with 4.9-8mm Lens	\$1,477.24	\$1,477.24
10	4x 8MP H4 Multisensor Camera Module with 4mm Lens	\$2,363.59	\$23,635.90
10	POE Injector, 95W, NA	\$393.93	\$3,939.30
7	Pendant Mount Adapter for H4 Multisensor	\$67.53	\$472.71
7	Outdoor Dome Cover for H4 Multisensor	\$157.57	\$1,102.99
7	Wall Arm for H4 IRPTZ or H4 Multisensor	\$93.56	\$654.92
7	IR Illuminator Ring for H4 Multisensor	\$324.99	\$2,274.93
2	Avigilon Corner Mount Adapter	\$88.63	\$177.26
2	Avigilon Pole Mount Adapter	\$88.63	\$177.26
81	Cat6 Cable Runs	\$300.00	\$24,300.00

Qty	Description	Unit Price	Ext. Price
1	Ruckus Wireless ZoneFlex P300 IEEE 802.11ac 500 Mbit/s Wireless Bridge - 5 GHz - 1 x Network (RJ-45) - Wall Mountable, Pole-mountable - 2 Pack 	\$1,941.88	\$1,941.88
2	SURGE PROTECTOR	\$83.00	\$166.00
11	Exterior Camera Install	\$332.50	\$3,657.50
75	Interior Camera Install	\$237.50	\$17,812.50
1	Pole Camera Install / Wireless Bridge	\$1,520.00	\$1,520.00
1	277 to 120VAC Step down transformer	\$413.79	\$413.79
1	Misc Materials	\$700.00	\$700.00
88	ACC 7 Enterprise camera channel	\$217.96	\$19,180.48
1	Ruckus 24 Port POE Switch	\$2,400.00	\$2,400.00
1	Avigilon Server	\$46,458.90	\$46,458.90
1	Server Config	\$3,000.00	\$3,000.00

SubTotal	\$215,227.00
Tax	\$0.00
Shipping	\$0.00
<b>TOTAL</b>	<b>\$215,227.00</b>

*Signature:*

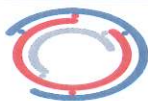
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*Title:*

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# OMNIDATA



4 Industry Drive Ext. Building #2  
West Haven CT. 06473  
203-387-6664

## QUOTE

Quote #:	Q2YQ11488
Date:	May 18, 2021

### Prepared For:

Nestor Aparicio  
New Milford Public Schools  
Phone

### Your Account Manager:

Adam Wojcik  
adam.wojcik@myomnidata.com  
203-387-6664 ext 1315

### Notes:

Here is the quote you requested.

Qty	Description	Unit Price	Ext. Price
<i>Northville</i>			
3	4x 8MP H4 Multisensor Camera Module with 4mm Lens	\$2,363.59	\$7,090.77
3	POE Injector, 95W, NA	\$393.93	\$1,181.79
3	Pendant Mount Adapter for H4 Multisensor	\$67.53	\$202.59
3	Wall Arm for H4 IRPTZ or H4 Multisensor	\$93.56	\$280.68
1	Cat6 Cable Run	\$300.00	\$300.00
4	Interior Camera Install	\$237.50	\$950.00
1	Misc Materials	\$25.00	\$25.00

SubTotal	\$10,030.83
Tax	\$0.00
Shipping	\$0.00
<b>TOTAL</b>	<b>\$10,030.83</b>

Signature:

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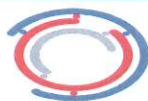
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Qty	Description	Unit Price	Ext. Price
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# OMNIDATA



4 Industry Drive Ext. Building #2  
West Haven CT, 06473  
203-387-6664

## QUOTE

Quote #:	Q2YQ11487
Date:	Jun 2, 2021

### Prepared For:

Nestor Aparicio  
New Milford Public Schools  
Phone

### Your Account Manager:

Adam Wojcik  
adam.wojcik@myomnidata.com  
203-387-6664 ext 1315

### Notes:

Here is the quote you requested.

Qty	Description	Unit Price	Ext. Price
<i>The Max</i>			
<i>Use 3 existing from Northville</i>			
5	2MP H5A Indoor Dome Camera with 3.3-9mm Lens	\$787.86	\$3,939.30
2	4MP H5A Outdoor Dome Camera with 3.3-9mm Lens	\$1,124.83	\$2,249.66
10	Cat6 Cable Runs	\$300.00	\$3,000.00
2	Exterior Camera Install	\$332.50	\$665.00
8	Interior Camera Install	\$237.50	\$1,900.00
1	Misc Materials	\$700.00	\$700.00
10	ACC 7 Enterprise camera channel	\$217.96	\$2,179.60
1	Avigilon Server	\$5,000.00	\$5,000.00
1	Server Config	\$500.00	\$500.00

Qty	Description	Unit Price	Ext. Price
		<b>SubTotal</b>	<b>\$20,133.56</b>
		<b>Tax</b>	<b>\$0.00</b>
		<b>Shipping</b>	<b>\$0.00</b>
		<b>TOTAL</b>	<b>\$20,133.56</b>

*Signature:*

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*Title:*

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## CAPITAL 5 YEAR PLAN - TECHNOLOGY & FACILITIES

ORG	OBJ	LOCATION	DESCRIPTION	2021/22	2022/23	2023/24	2024/25	2025/2026	TOTAL
BZZ25847	57500	NMHS	Chromebook - Refresh (60)	\$58,600	\$36,200	\$17,600	\$17,600		\$130,000
BZZ25847	57500	SMS	Chromebook - Refresh (55)	\$97,200	\$29,800	\$20,800	\$17,200		\$165,000
BZZ25847	57500	SNIS	Chromebook - Refresh (32)	\$50,400					\$50,400
BZZ25847	57500	HPS	Chromebook - Refresh (0)	\$4,000	\$15,400	\$30,800			\$50,200
BZZ25847	57500	NES	Chromebook - Refresh (6)	\$21,400	\$1,000	\$1,600			\$24,000
			<b>subtotal CHROMEBOOK REFRESH (153 @ \$200 each)</b>	<b>\$231,600</b>	<b>\$82,400</b>	<b>\$70,800</b>	<b>\$34,800</b>		<b>\$419,600</b>
BZZ25847	57500	NMHS	Chromebook - New Request (113)						\$0
BZZ25847	57500	SMS	Chromebook - New Request (0)	\$18,800					\$18,800
BZZ25847	57500	DW	Chromebook TAG - New Request (0)	\$4,000					\$4,000
			<b>subtotal CHROMEBOOK NEW (113 @ \$200 each)</b>	<b>\$22,800</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>		<b>\$22,800</b>
BZZ25847	57500	SMS	Chromebook Carts - New Request (0)	\$2,700					\$2,700
BZZ25847	57500	NMHS	Chromebook Carts - New Request (3)						\$0
			<b>subtotal CHROMEBOOK CARTS NEW (3 @ \$900 each)</b>	<b>\$2,700</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>		<b>\$2,700</b>
BZZ25847	57500	NMHS	PLTW Desktops/Laptops - Refresh (46)		\$50,600		\$50,600		\$101,200
BZZ25847	57500	SMS	PLTW Desktops/Laptops - Refresh (0)	\$25,000		\$25,000			\$50,000
			<b>subtotal PLTW (46)</b>	<b>\$25,000</b>	<b>\$50,600</b>	<b>\$25,000</b>	<b>\$50,600</b>		<b>\$151,200</b>
BZZ25847	57500	DW	Smartboard Refresh (14)	\$87,500	\$87,500	\$175,000	\$227,500		\$577,500
BZZ25847	57500	DW	Infrastructure Upgrades - Wireless Access Points (50)	\$23,500	\$40,000	\$40,000			\$103,500
BZZ25847	57500	DW	Desktop/Laptop Refresh (13)	\$20,000	\$60,000	\$100,000	\$100,000		\$280,000
BZZ25847	57500	DW	Raptor Badge Scanner - Refresh (12 Scanners)						\$0
BZZ25847	57500	DW	Infrastructure Upgrades - Firewall	\$35,000					\$35,000
			<b>DEPARTMENT TOTAL - TECHNOLOGY</b>	<b>#REF!</b>	<b>\$448,100</b>	<b>\$320,500</b>	<b>\$410,800</b>	<b>\$412,900</b>	<b>#REF!</b>
BZZ26847	57301	NES/SMS	MAIN OFFICE CARPET REPLACEMENT		TBD				TBD
BZZ26848	57302	NES	KINDERGARTEN PLAYGROUD REPLACEMENT		TBD				TBD
BZZ26849	57303	SNIS	ATHLETIC FIELD FENCE	TBD					TBD
BZZ26846	57300	DW	BUILDING AUTOMATION	\$185,000					\$185,000
BZZ26846	57400	DW	VEHICLE REPLACEMENT (2019 Ford 350 with accessories)	\$115,000			\$95,000	\$52,000	\$210,000
BZZ26846	57300	DW	ALARM PANEL UPGRADES	\$50,000		\$50,000		\$53,000	\$100,000
BZZ26846	57400	DW	CUSTODIAL EQUIPMENT (1 Floor Scrubber)	\$17,750	\$17,750	\$18,000	\$19,000	\$22,000	\$94,500
BZZ26846	57300	DW	RECURRING DOOR REPLACEMENTS	\$13,500		\$14,200	\$22,000	\$23,000	\$72,700
BZZ26846	57300	DW	ASBESTOS ABATEMENT	\$15,000	\$15,000	\$16,000	\$17,000	\$18,000	\$81,000
BZZ26846	57400	DW	GROUPS EQUIPMENT REPLACEMENTS	\$18,000	\$18,500		\$19,000	\$19,000	\$74,500
BZZ26846	57300	DW	ROOF REPAIRS	\$65,000	\$70,000	\$75,000	\$35,000		\$245,000
BZZ26846	57300	NES/HPS	BUILDING AUTOMATION	\$75,000		\$75,000		TBD	\$150,000
BZZ26846	57400	HPS	PLAYGROUND COMPLIANCE (MULCH & REPAIRS)			\$6,600			\$6,600
BZZ26846	57300	DW	MANDATORY 5 YEAR SPRINKLER TESTS			\$32,000			\$32,000
BZZ26846	57300	HPS	SEPTIC TANK REPAIR	\$35,000					\$35,000
BZZ26846	57300	SMS	SEPTIC TANK REPLACEMENT			\$225,000			\$225,000
BZZ26846	57400	DW	PAVING & STORM DRAIN REPAIRS	\$30,500	\$16,000	\$17,000	\$18,000	\$22,000	\$103,500
BZZ26846	57400	NMHS	FLOORING REPLACEMENT		\$55,000		\$55,000		\$110,000
BZZ26846	57300	NMHS	GYM CEILING & GYM FLOORS			\$45,000		\$33,000	\$45,000
BZZ26846	57400	DW	REPLACEMENT OF SIDEWALKS	\$100,000	\$100,000	\$100,000	\$100,000	TBD	\$400,000
BZZ26846	57400	DW	ASPHALT REPLACEMENT (NES FIRST)	\$250,000	\$250,000	\$250,000	\$250,000	\$350,000	\$1,350,000
BZZ26846	57400	NMHS/NES	ROOF REPLACEMENT (NMHS, NES, HPS)	TBD		TBD		TBD	
BZZ26846	57400	SMS	OIL TANK REPLACEMENT		\$225,000				\$225,000
BZZ26846	57300	DW	SECURITY ENHANCEMENTS - ACCESS CONTROLS	\$27,550	\$30,000	\$30,000	\$12,000	\$15,000	\$114,550
BZZ26846	57400	NMHS	LED SIGN REPLACEMENT	\$60,000					\$60,000
BZZ26846	57399	DW	HVAC REPLACEMENT	\$55,000	\$55,000	\$55,000	\$55,000	\$55,000	\$275,000
BZZ26846	57400	DW	HVAC REPLACMENT (HPS FIRST)	\$100,000	\$100,000	\$100,000	\$100,000	\$100,000	\$500,000

BZZ26846	57300	CO	CUPOLA ROOF REPAIRS	\$60,000					\$60,000
BZZ26846	57300	CO	STEAM BOILER REPLACEMENT	\$95,000					\$95,000
BZZ26846	57300	CO	FOUNDATION REPAIR	\$40,000					\$40,000
BZZ26846	57300	CO	ROOF REPLACEMENT		\$900,000				\$900,000
DEPARTMENT TOTAL - FACILITIES				\$1,407,300	\$1,407,300	\$1,852,250	\$1,108,800	\$797,000	\$5,789,350

<b>GRAND TOTAL</b>	<b>#REF!</b>	<b>\$1,855,400</b>	<b>\$2,172,750</b>	<b>\$1,519,600</b>	<b>\$1,209,900</b>	<b>#REF!</b>
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BZZ26846	57300	DW	VEHICLE STORAGE		\$225,000				\$225,000
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Current Project in Progress	
Project may be removed due to CT Grant	
Current Project in Progress	
Project may be removed due to NV5	
Project may be remove by ove to SNIS	

**New Milford Board of Education  
Policy Sub-Committee Minutes  
June 1, 2021  
Sarah Noble Intermediate School Library Media Center**

RECEIVED  
TOWN CLERK

2021 JUN -3 A 9:59

NEW MILFORD, CT

<b>Present:</b>	Mrs. Olga Rella, Chairperson Mr. Joseph Failla Mrs. Tammy McInerney Mrs. Wendy Faulenbach, Alternate
<b>Also Present:</b>	Ms. Alisha DiCorpo, Superintendent of Schools Mrs. Catherine Calabrese, Interim Assistant Superintendent Mrs. Catherine Gabianelli, Human Resources Director Mr. Anthony Giovannone, Director of Fiscal Services and Operations

<b>1.</b>	<b>Call to Order</b>  The meeting of the New Milford Board of Education Policy Sub-Committee was called to order at 6:46 p.m. by Mrs. Rella. Mrs. Faulenbach was seated to fill the vacancy.	<b>Call to Order</b>
<b>2.</b>	<b>Public Comment</b>  • There was none.	<b>Public Comment</b>
<b>3.</b>	<b>Discussion and Possible Action</b>  <b>A. Policies for Approval:</b>  1. 3152 Spending Public Funds for Advocacy 2. 3300 Purchasing  • Mrs. Rella said these policies have been reviewed at the full Board level. She asked if there were any additional questions or comments. There were none.  <b>B. Policy for Second Review:</b>  1. 1324 Fundraising by Students  • Mrs. Rella asked if monies were able to be carried over from year to year, for example with the Grad Party or PTO who need seed money to start the next year. • Mrs. McInerney noted that Grad Party and PTO are separate entities from the schools.	<b>Discussion and Possible Action</b>  <b>A. Policies for Approval:</b>  1. 3152 Spending Public Funds for Advocacy 2. 3300 Purchasing  <b>B. Policy for Second Review:</b>  1. 1324 Fundraising by Students

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|--|---|--|
|  | <ul style="list-style-type: none"><li>• Ms. DiCorpo said they had reached out to the auditors with that question and the auditors were not aware of any statutory prohibition. Board policy would govern and our policy does not speak to it. The policy wording does include mention of parent/teacher groups. Those fundraisers are tracked through the Business Office as well.</li><li>• Mrs. Faulenbach said that previously the auditors had recommended closing out inactive accounts.</li><li>• Mr. Giovannone said that was in relation to defunct clubs and activities or ones that had not been active for more than 10 years.</li><li>• Mrs. Rella said she was concerned that #16 regarding students in K-5 not soliciting funds would dampen fundraising.</li><li>• Mrs. McInerney said that just refers to door to door sales.</li><li>• Mrs. Rella suggested some more language be added about carrying over monies from year to year for clarity.</li><li>• Mr. Giovannone said student activity funds never default to the Town. They could be transferred to the school's master account if that was requested.</li><li>• Mrs. Faulenbach said wording could be added to the policy but at the end of the day, the auditors make recommendations.</li><li>• Mr. Failla asked what happens if the closing date is not met. Ms. DiCorpo said they would reach out to the organization for the reason and revise the form if needed.</li><li>• Ms. DiCorpo said #8 requires significant internal follow up on the part of the district.</li><li>• Mrs. Faulenbach asked for clarification from legal regarding unencumbered amounts that stay in an account which are not tied to a particular fundraiser.</li><li>• Ms. DiCorpo said she would also make sure that fundraising to support a program does not supplant the budget. Funds should have a specific purpose for use. It is also important to look at whether or not a program is adequately funded in the operating budget.</li></ul> |  |
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- Mrs. McInerney said some programs fundraise throughout the year to cover program needs which may be fluid.
- Mrs. Faulenbach suggested wording should be changed from “spent for purpose” to “spent for program”, and maybe add “annual” as well. She said she would be curious to know what other districts have for wording.
- Ms. DiCorpo said the new language adds specificity regarding follow up and how many fundraisers an organization is doing.
- Mrs. McInerney said she thinks that’s important to avoid excess fundraising for fundraising’s sake. It should be specific to what is needed.
- Mrs. Faulenbach said she would like to see more detail about repetitive fundraising programs and the reasoning behind it so as not to limit it if there is a need.
- Mr. Giovannone said he would gather more information before the full Board meeting.
- Ms. DiCorpo said this policy may have to be reviewed to see if it aligns with the turf field advertising process.
- Mrs. Faulenbach said the turf field advertising had previously been approved by the Board.

**C. Policies for First Review:**

**1. 1325 Advertising and Promotion**

- Mrs. Rella said this topic came up at the last Board meeting.
- Mrs. McInerney said she was glad to see clarification added. She said if they do allow other use, then she thinks it is important that the schools receive part of the profit.
- Mrs. Faulenbach asked how the Board will realistically enforce unapproved use.
- Mr. Failla said a cease and desist letter could be sent but it is a slippery slope beyond that.
- Mrs. McInerney asked if we can trademark logos.
- Ms. DiCorpo said the legal commentary states that it is not necessary for the logos; they are considered to be intellectual property. A licensing agreement can also be created if the Board wants to go that way.

**C. Policies for First Review:**

- 1. 1325 Advertising and Promotion**
- 2. 3240 Tuition Fees**
- 3. 3260 Sales & Disposal of Books, Equipment & Supplies**
- 4. 3270 Disposition and Rental of Real Property**
- 5. 3280 Gifts to the School**
- 6. 3281 School Fundraisers**
- 7. 3313 Relations with Vendors**
- 8. 3313.1 Local Purchasing**

- Mrs. McInerney said her biggest concern is inappropriate use.
- Mrs. Faulenbach said perhaps a statement can be added that the Board does not endorse use.

**2. 3240 Tuition Fees**

- Mrs. Rella asked who sets the fee. Ms. DiCorpo said the Board approves the fees annually in the fall.
- Mr. Giovannone said the fee is a carve out of the per pupil cost. He said currently there are two students of staff members, and they pay 50%. There are no full fee tuition students currently.
- Mrs. McInerney questioned #7 which states that tuition students can take classes if scheduling permits. She is concerned that they are able to enroll in classes needed, especially at the high school level since they are paying full tuition.
- Ms. DiCorpo said the majority of tuition students historically are K-8. She said she needs to check the process at the high school.
- Ms. DiCorpo said she was glad to see the additional language added for transportation, special education and 504, and homeless students since it provides clarity.
- Mr. Failla said it seems like tuition students pay separately for extracurricular activities and if that is the case he has a problem with that.
- Mr. Giovannone said they only pay to the same extent a New Milford resident student would need to.

**3. 3260 Sales & Disposal of Books, Equipment & Supplies**

- Mrs. Rella said this policy bugs her since it basically makes the district create a list of trash. This is time consuming at the school level and a waste of time and resources.
- Ms. DiCorpo said this is not legally mandated. This listing is provided two times a year to the Town currently.
- Mrs. Rella asked if the Town ever takes anything from the list. Ms. DiCorpo said not to her knowledge.

<ul style="list-style-type: none"> <li>• Mrs. Faulenbach said we are accountable to the Town for assets.</li> <li>• Mr. Giovannone said that is true but the fixed asset review is different from this listing.</li> <li>• Mrs. McInerney asked if the district can sell items to individuals. Ms. DiCorpo said no but we can sell to a business, for example a book vendor.</li> <li>• Mrs. Faulenbach said this is the first time we look to dispose of these items and we don't know yet if the Town has a use.</li> <li>• Ms. DiCorpo said there is a timeline in the disposal process before any action is taken. She wondered what the threshold is for the fixed asset list. Some items on the disposal list do have asset tags. She said maybe the lists need to be cleaned up.</li> <li>• Mrs. Faulenbach said there is an accounting purpose for the fixed asset list. Mr. Giovannone said it is needed for insurance purposes too.</li> </ul> <p><b>4. 3270 Disposition and Rental of Real Property</b></p> <p><b>5. 3280 Gifts to the School</b></p> <p><b>6. 3281 School Fundraisers</b></p> <p><b>7. 3313 Relations with Vendors</b></p> <p><b>8. 3313.1 Local Purchasing</b></p> <ul style="list-style-type: none"> <li>• Due to time constraints, Mrs. Rella said the rest of the policies for consideration will be moved to the next meeting for discussion.</li> </ul> <p>Mrs. Faulenbach moved to bring policies:</p> <ol style="list-style-type: none"> <li>1. 1325 Advertising and Promotion</li> <li>2. 3240 Tuition Fees</li> <li>3. 3260 Sales &amp; Disposal of Books, Equipment &amp; Supplies</li> </ol> <p>to the full Board for first review, seconded by Mrs. McInerney.</p> <ul style="list-style-type: none"> <li>• Mr. Failla said he would vote for the motion since it is for review only. He has concerns with policy 1325.</li> </ul> <p>The motion passed unanimously.</p>	<p><b>Motion made and passed unanimously to bring policies:</b></p> <ol style="list-style-type: none"> <li><b>1. 1325 Advertising and Promotion</b></li> <li><b>2. 3240 Tuition Fees</b></li> <li><b>3. 3260 Sales &amp; Disposal of Books, Equipment &amp; Supplies</b></li> </ol> <p><b>to the full Board for first review.</b></p>
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<b>4.</b>	<b>Items of Information</b>  <b>A. Regulations for Review:</b>  <ol style="list-style-type: none"><li><b>1. 1325 Advertising and Promotion</b></li><li><b>2. 3280 Gifts to the School</b></li><li><b>3. 3281 School Fundraisers</b></li></ol> <ul style="list-style-type: none"><li>• Due to time constraints, these regulations will be moved to the next meeting for discussion.</li></ul>	<b>Items of Information</b>  <b>A. Regulations for Review:</b>  <ol style="list-style-type: none"><li><b>1. 1325 Advertising and Promotion</b></li><li><b>2. 3280 Gifts to the School</b></li><li><b>3. 3281 School Fundraisers</b></li></ol>
<b>5.</b>	<b>Public Comment</b>  <ul style="list-style-type: none"><li>• There was none.</li></ul>	<b>Public Comment</b>
<b>6.</b>	<b>Adjourn</b>  Mrs. Faulenbach moved to adjourn the meeting at 7:32 p.m. seconded by Mrs. McInerney and passed unanimously.	<b>Adjourn</b>  <b>Motion made and passed unanimously to adjourn the meeting at 7:32 p.m.</b>


Respectfully submitted:



Olga I. Rella, Chairperson  
Policy Sub-Committee

**New Milford Board of Education  
Committee on Learning Meeting Minutes  
June 1, 2021  
Sarah Noble Intermediate School Library Media Center**

<b>Present:</b>	Mrs. Tammy McInerney, Chairperson Mr. Joseph Failla Mr. Brian McCauley
<b>Also Present:</b>	Ms. Alisha DiCorpo, Superintendent of Schools Mrs. Catherine Calabrese, Interim Assistant Superintendent Ms. Megan Sylvester, Instructional Coach

<b>1.</b>	<b>Call to Order</b>  The meeting of the New Milford Board of Education Committee on Learning was called to order at 7:35 p.m. by Mrs. McInerney.	<b>Call to Order</b>
<b>2.</b>	<b>Public Comment</b>  • There was none.	<b>Public Comment</b>
<b>3.</b>	<b>Discussion and Possible Action</b>  <b>A. Presentation</b> <b>1. Phonemic Awareness</b>  <ul style="list-style-type: none"> <li>Mrs. Calabrese said this is her last Committee on Learning meeting sitting as the Interim Assistant Superintendent, and she wants to thank Mrs. McInerney, Mr. Failla, Mr. McCauley, the BOE, and Superintendent DiCorpo for allowing her to lead in this capacity over the last six months. She is excited to voluntarily return to her Asst. Principal roles at both NES and SMS.</li> <li>Mrs. Calabrese has been working with Megan Sylvester, the Literacy Coach from NES/HPS, and the other instructional coaches on pacing the curriculum for the 2021-22 school year. Mrs. Calabrese also meets regularly and consults with fellow area Assistant Superintendents and Directors of Curriculum, where she was introduced to a program called Heggerty. Heggerty provides an easy way to</li> </ul>	<b>Discussion and Possible Action</b>  <b>A. Presentation</b> <b>1. Phonemic Awareness</b>  <div style="text-align: right;">   RECEIVED TOWN CLERK 2021 JUN -3 A 9:59 </div>

NEW MILFORD, CT

	<p>teach and have students practice phonological awareness and it takes away extra planning time for teachers. Our district's early education teachers teach phonological awareness, which is a crucial skill to develop in children. It is strongly linked to early reading and spelling success through its association with phonics, but Heggerty will allow a formal universal resource approach which allows for assessment benchmarks to be able to identify where there are holes and how to inform instruction.</p> <ul style="list-style-type: none"><li>● Ms. Sylvester presented further details of the program and gave examples. She said the program focuses on pre-reading sounds versus text. It aligns with the Teacher's College program already in use. Teachers, interventionists and EL and Bilingual will all be able to use the Heggerty program. The program will be implemented in the fall K-1.</li><li>● Mrs. McInerney said she is excited to see this program and she thinks it will be very helpful for the developing reader.</li><li>● Ms. DiCorpo asked if the program was reviewed in light of preschool ELDS standards. She asked how it will fit into the school day.</li><li>● Mrs. Calabrese said it will be part of the morning ritual, no more than 10 minutes. She said Pre-K already has the program and intends to participate.</li><li>● Ms. Sylvester said the Pre-K teachers are the most familiar with it. She said there are three Heggerty manuals, one for Pre-K, one for K, and one for primary.</li><li>● Mrs. Calabrese said the program also provides support for small group instruction.</li><li>● Mrs. McInerney asked about preschool students who do not attend our Excel program. Ms. DiCorpo said they work with area childcare providers. They tell them what resources the district uses and then the childcare providers can purchase them on their own.</li><li>● Mr. Failla asked if there is funding in place for these manuals and Ms. DiCorpo said there is.</li></ul>	
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<p><b>B. Request for New Course</b></p> <ol style="list-style-type: none"> <li><b>1. Sports Literature</b> <ul style="list-style-type: none"> <li>Mrs. Calabrese said this is a semester English elective proposed for 2022-23. It is designed to engage the reluctant reader.</li> </ul> </li> <li><b>2. Graphic Novels</b> <ul style="list-style-type: none"> <li>Mrs. Calabrese said this is a semester English elective proposed for 2022-23. It is also designed to engage the reluctant reader. The graphic novel is also taught at SMS. This course takes a more sophisticated, deeper dive. She wanted to correct its description as a genre; it is a medium that lends itself to all genres.</li> <li>Mrs. McInerney noted that this course may interest art students as well.</li> <li>Mr. Failla said these two courses are great. It is important to provide courses for students who don't have a love of reading to gain interest. He likes the thinking out of the box.</li> <li>Ms. DiCorpo said she had reviewed a text for this course previously and she asked Mrs. Calabrese to check into what text will be used.</li> </ul> </li> <li><b>3. World History</b></li> <li><b>4. Modern World History</b> <ul style="list-style-type: none"> <li>Mrs. Calabrese said these two courses will replace the current Western Civilization in 9th grade and Global Studies in 10th grade. They reflect the diversification of our global society versus the older Eurocentric view.</li> <li>Mrs. McInerney asked how this will affect current 8th graders' course selection. Ms. DiCorpo said these courses will begin in 2022-23 so the change will be for current 7th graders.</li> <li>Mrs. McInerney is concerned that parents may think their students are currently following an outdated curriculum. Ms. DiCorpo said it is more that Western Civilization and Global Studies double cover many of the same entities</li> </ul> </li> </ol>	<p><b>B. Request for New Course</b></p> <ol style="list-style-type: none"> <li><b>1. Sports Literature</b></li> <li><b>2. Graphic Novels</b></li> <li><b>3. World History</b></li> <li><b>4. Modern World History</b></li> <li><b>5. African American/Black and Puerto Rican/Latino Course of Studies</b></li> </ol>
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	<p>and cultures separately. The new courses will streamline and combine East and West studies, while adding a global view.</p> <ul style="list-style-type: none"> <li>• Mr. McCauley agrees that the current path is an outdated way of looking at history. He is sure that teachers currently adapt to include additional content.</li> </ul> <p><b>5. African American/Black and Puerto Rican/Latino Course of Studies</b></p> <ul style="list-style-type: none"> <li>• Ms. DiCorpo said this full year course is a state mandate for 2022-23 and the curriculum is provided by the state.</li> <li>• Mrs. McInerney said she was glad to see the diversity of this course offering and asked if this will be college prep or honors level. Mrs. Calabrese will check with the state to see if they are going to provide a label or leave it up to the district.</li> <li>• Mrs. McInerney asked what happens if there is not sufficient enrollment. Ms. DiCorpo said originally there was no enrollment threshold, but Mrs. Calabrese will check to see if that has changed.</li> <li>• Mrs. McInerney said the law also seems to contradict when the course must be offered: 2021-22 or 2022-23.</li> <li>• Ms. DiCorpo suggested that the course move forward for approval to align with the law. The Department Chair has been attending professional development for the draft curriculum. She recommends funding commensurate with other courses.</li> </ul> <p>Mr. McCauley moved to bring the following requests for new courses to the full Board for discussion and approval:</p> <ol style="list-style-type: none"> <li>1. Sports Literature</li> <li>2. Graphic Novels</li> <li>3. World History</li> <li>4. Modern World History</li> </ol>	<p><b>Motion made and passed unanimously to bring the following requests for new courses to the full Board for discussion and approval:</b></p> <ol style="list-style-type: none"> <li>1. Sports Literature</li> <li>2. Graphic Novels</li> <li>3. World History</li> <li>4. Modern World History</li> </ol>
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	<p>5. African American/Black and Puerto Rican/Latino Course of Studies</p> <p>Seconded by Mr. Failla and passed unanimously.</p> <p><b>C. Review and Approval of Curricula</b></p> <ul style="list-style-type: none"> <li>• Mrs. Calabrese thanked Diana Beddows for her help with this curriculum vetting.</li> </ul> <ol style="list-style-type: none"> <li>1. Instrumental Music - Grades 6 and 7</li> <li>2. Instrumental Music - Grade 8</li> </ol> <ul style="list-style-type: none"> <li>• Mrs. Calabrese said these yearlong courses follow the same standards; they are different in complexity.</li> <li>• Mrs. McInerney commended the instrumental teachers on their engagement.</li> </ul> <ol style="list-style-type: none"> <li>3. Public Speaking</li> </ol> <ul style="list-style-type: none"> <li>• Mrs. Calabrese said this is a semester elective which teaches public speaking skills and techniques.</li> <li>• Mrs. McInerney said this is a great course to offer and an important skill for adults too.</li> </ul> <ol style="list-style-type: none"> <li>4. English I College Prep</li> <li>5. English I Honors</li> </ol> <ul style="list-style-type: none"> <li>• Mrs. Calabrese said these full year courses have updated reading selections for more diversity.</li> </ul> <ol style="list-style-type: none"> <li>6. English II College Prep</li> <li>7. English II Honors</li> </ol> <ul style="list-style-type: none"> <li>• Mrs. Calabrese said these full year courses have been updated for a variety of texts and writing assignments.</li> </ul> <ol style="list-style-type: none"> <li>8. Grade 4 Social Studies</li> </ol>	<p>5. African American/Black and Puerto Rican/Latino Course of Studies</p> <p><b>C. Review and Approval of Curricula</b></p> <ol style="list-style-type: none"> <li>1. Instrumental Music - Grades 6 and 7</li> <li>2. Instrumental Music - Grade 8</li> <li>3. Public Speaking</li> <li>4. English I College Prep</li> <li>5. English I Honors</li> <li>6. English II College Prep</li> <li>7. English II Honors</li> <li>8. Grade 4 Social Studies</li> <li>9. Grade 5 Social Studies</li> <li>10. Forensic Science</li> </ol>
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	<ul style="list-style-type: none"> <li>• Mrs. Calabrese said this course focuses on U.S. geography as it supports the development of the regions of the United States.</li> </ul> <p><b>9. Grade 5 Social Studies</b></p> <ul style="list-style-type: none"> <li>• Mrs. Calabrese said this course focuses on early U.S. history from native peoples through the Revolutionary War.</li> </ul> <p><b>10. Forensic Science</b></p> <ul style="list-style-type: none"> <li>• Mrs. Calabrese said this semester elective uses the core sciences to problem solve crime scene scenarios.</li> <li>• Mr. Failla said he does not see any discussion regarding the chain of evidence, and he thinks that would be a good addition.</li> <li>• Mrs. McInerney said forensic study is showing up in many areas and this is a good course for career exploration.</li> </ul> <p>Mrs. McInerney moved to bring the following curricula to the full Board for discussion and approval:</p> <ol style="list-style-type: none"> <li>1. Instrumental Music - Grades 6 and 7</li> <li>2. Instrumental Music - Grade 8</li> <li>3. Public Speaking</li> <li>4. English I College Prep</li> <li>5. English I Honors</li> <li>6. English II College Prep</li> <li>7. English II Honors</li> <li>8. Grade 4 Social Studies</li> <li>9. Grade 5 Social Studies</li> <li>10. Forensic Science</li> </ol> <p>Seconded by Mr. McCauley and passed unanimously.</p> <ul style="list-style-type: none"> <li>• Mrs. McInerney thanked Mrs. Calabrese for stepping into the role of Assistant Superintendent and for all of her work on the Committee on Learning.</li> </ul>	<p><b>Motion made and passed unanimously to bring the following curricula to the full Board for discussion and approval:</b></p> <ol style="list-style-type: none"> <li><b>1. Instrumental Music - Grades 6 and 7</b></li> <li><b>2. Instrumental Music - Grade 8</b></li> <li><b>3. Public Speaking</b></li> <li><b>4. English I College Prep</b></li> <li><b>5. English I Honors</b></li> <li><b>6. English II College Prep</b></li> <li><b>7. English II Honors</b></li> <li><b>8. Grade 4 Social Studies</b></li> <li><b>9. Grade 5 Social Studies</b></li> <li><b>10. Forensic Science</b></li> </ol>
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New Milford Board of Education  
Committee on Learning Meeting Minutes  
June 1, 2021  
Sarah Noble Intermediate School Library Media Center

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4.	<b>Public Comment</b> <ul style="list-style-type: none"><li>• There was none.</li></ul>	<b>Public Comment</b>
5.	<b>Adjourn</b> <p>Mr. McCauley moved to adjourn the meeting at 8:50 p.m. seconded by Mrs. McInerney and passed unanimously.</p>	<b>Adjourn</b> <p><b>Motion made and passed unanimously to adjourn the meeting at 8:50 p.m.</b></p>

Respectfully submitted:



Tammy McInerney, Chairperson  
Committee on Learning

**New Milford Board of Education  
Facilities Sub-Committee Minutes  
June 8, 2021  
Sarah Noble Intermediate School Library Media Center**

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NEW MILFORD, CT

<b>Present:</b>	Mr. Brian McCauley, Chairperson Mrs. Eileen P. Monaghan Mrs. Olga I. Rella Mr. Pete Helmus, Alternate
<b>Absent:</b>	Mrs. Cynthia Nabozny
<b>Also Present:</b>	Ms. Alisha DiCorpo, Superintendent Mr. Nestor Aparicio, Interim Facilities Director Mr. Anthony Giovannone, Director of Operations and Fiscal Services Mrs. Catherine Calabrese, Interim Assistant Superintendent Mrs. Laura Olson, Director of Pupil Personnel and Special Services Ms. Jamie Terry, Technology Director

<b>1.</b>	<b>Call to Order</b>  The meeting of the New Milford Board of Education Facilities Sub-Committee was called to order at 6:47 p.m. by Mr. McCauley. Mr. Helmus was seated in the absence of Mrs. Nabozny.	<b>Call to Order</b>
<b>2.</b>	<b>Public Comment</b>  • There was none.	<b>Public Comment</b>
<b>3.</b>	<b>Discussion and Possible Action</b>  <b>A. SNIS Oil Tank Update</b>  <ul style="list-style-type: none"> <li>Mr. Aparicio said this has been discussed previously. The underground tank is being removed and a small 500 gallon tank will be used and refueled as needed. He said the MBC has said the BOE will be responsible for filling out the application for state reimbursement of the project.</li> <li>Ms. DiCorpo said the motion will be for approval to move ahead and send the information to the state.</li> </ul> <p>Mrs. Rella moved to bring the SNIS Oil Tank application to the full Board for approval.</p>	<b>Discussion and Possible Action</b>  <b>A. SNIS Oil Tank Update</b>          <b>Motion made and passed unanimously to bring the SNIS</b>

**Sarah Noble Intermediate School Library Media Center**

	<p>Motion seconded by Mrs. Monaghan.</p> <p>Motion passed unanimously.</p> <p><b>B. NV5 Update</b></p> <ul style="list-style-type: none"> <li>• Mr. Aparicio said ESG presented to the full Board last week regarding energy efficiency opportunities. The Town continues to move forward with the project. The Board is working on an MOU with the Town.</li> <li>• Mr. Helmus said questions were asked at the meeting regarding a discrepancy in the presentation and how finances work. He asked when the Board will get answers to those questions.</li> <li>• Mr. Aparicio said he will follow up.</li> <li>• Mr. McCauley said he hopes that follow up is prior to the full Board meeting next week.</li> </ul> <p>Mrs. Rella moved to bring the NV5 project to the full Board for discussion and possible action.</p> <p>Motion seconded by Mrs. Monaghan.</p> <p>Motion passed unanimously.</p> <p><b>C. Feasibility Study and Enrollment Study Updates</b></p> <p><b>1. Architectural Study</b></p> <ul style="list-style-type: none"> <li>• Mr. Aparicio said the Enrollment Study working group met on May 19 and will be meeting again tomorrow. That piece of the project should be completed in July. An Architectural Study is possible as the next step.</li> <li>• Architect Dean Petrucelli said he had been asked to submit proposals to Central Office regarding the possible Lillis Building relocation to SNIS. One is for an architectural study; the other is an all-in estimate through construction. With so many unknowns, the dollar figure he used for the all-in estimate is a worst case scenario. Mr. Petrucelli said typically the architectural study is done first. This is an exercise where architects and engineers go through the building and look at existing conditions, codes, and obstacles. They</li> </ul>	<p><b>Oil Tank application to the full Board for approval.</b></p> <p><b>B. NV5 Update</b></p> <p><b>Motion made and passed unanimously to bring the NV5 project to the full Board for discussion and possible action.</b></p> <p><b>C. Feasibility Study and Enrollment Study Updates</b></p> <p><b>1. Architectural Study</b></p>
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**Sarah Noble Intermediate School Library Media Center**

	<p>then look at floor plan options and ramifications, as well as the financial impact of any state reimbursement. They recommend the best option for the floor plan, give construction estimates and proposed schedule. The next phase is to seek a proposal to prepare all drawings, bidding process and construction phase. Mr. Petrucelli said he recommends completing the architectural study first before considering any more work. He said that study could be completed by July at the latest.</p> <ul style="list-style-type: none"><li>• Ms. DiCorpo said this will be discussed at Operations as well. She said in working through the maps, the original schematics did not take into account Special Education offices, which are already at SNIS, or Facilities. She said they are including Mike Zuba, who is working on the enrollment study, in the conversation as well.</li><li>• Mr. Petrucelli said he has worked with Mr. Zuba for many years on joint projects and it is important to align both studies.</li><li>• Mr. McCauley said he thinks this project needs to continue to move forward.</li></ul> <p>Mrs. Rella moved to bring the Architectural Study to the full Board for discussion and possible action.</p> <p>Motion seconded by Mrs. Monaghan.</p> <p>Motion passed unanimously.</p> <p><b>D. COVID-19 Related Materials</b></p> <ul style="list-style-type: none"><li>• Mr. Aparicio said this list is for proposed materials for next year which include tabs, shields, two cafeteria tables, and tents at SMS and NMHS, depending on state requirements at the time.</li><li>• Ms. DiCorpo said pricing will be updated at Operations. The tent rental is through October. At that time, we may shift funds to additional tables, repurposing of space, if needed.</li><li>• Mrs. Rella asked when the guidance will come.</li><li>• Ms. DiCorpo said that is not known, the latest speaks to summer school guidance. The district's reopening plan is required to be posted</li></ul>	<p><b>Motion made and passed unanimously to bring the Architectural Study to the full Board for discussion and possible action.</b></p> <p><b>D. COVID-19 Related Materials</b></p>
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**Sarah Noble Intermediate School Library Media Center**

	<p>this month with opportunity for public comment and then updated every six months.</p> <ul style="list-style-type: none"><li>• Mrs. Rella asked if vaccination of students 11 and younger will be required. She knows that private schools can require vaccinations.</li><li>• Ms. DiCorpo said she hadn't heard that yet. On the DPH call this morning, it was said that 12-15 years olds are currently in the 30% range for having received the first dose of vaccination.</li></ul> <p>Mrs. Monaghan moved to bring the request for COVID-19 related materials to the full Board for discussion and possible action.</p> <p>Motion seconded by Mrs. Rella.</p> <p>Motion passed unanimously.</p> <p><b>E. Camella's Cupboard Request</b></p> <ul style="list-style-type: none"><li>• Mr. Aparicio said that Mrs. Chastain was present to speak to her request for exclusive access to the East Street gym until August 31, as well as an addition of a Blessing Box.</li><li>• Mrs. Chastain thanked the Board for their support of Camella's Cupboard. She said last year they provided over 1,00,000 pounds of food and 10,000 USDA boxes. She said participation has fallen off a little, but is still two times what it was pre-COVID. They are currently using the full gym space. This is helpful for food security and to protect the very expensive walk in cooler. The new Blessing Box will be an unmonitored take it/leave it venue for non perishable food. They will try to make it as weatherproof/rodent proof as possible, and will check on it at least weekly.</li><li>• Mrs. Monaghan asked what size the box is. Mrs. Chastain said about the size of a double kitchen cabinet. She is proposing to place it in the alcove near the back door at East Street, where it will be out of the way and not draw attention.</li><li>• Mr. McCauley asked about other groups using the space. Mr. Aparicio said there are none at this time due to COVID. Bulls cheerleading has</li></ul>	<p><b>Motion made and passed unanimously to bring the request for COVID-19 related materials to the full Board for discussion and possible action.</b></p> <p><b>E. Camella's Cupboard Request</b></p>
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requested the space beginning the last week of August through the winter. They have used the space for years. There is also typically an annual request from a dog training group.

- Mrs. Chastain said she wanted to clarify that her request is for indefinite exclusive access. The Board has previously approved exclusive access through August 31.
- Mrs. Rella noted that the memo was wrong then.
- Mrs. Rella asked what other spaces might be available for cheerleaders and other groups.
- Mr. Helmus said he finds it awkward to begin this conversation and acknowledged the wonderful work this organization does for food insecurity, but he said to give indefinite rights conflicts with current Board policies' normal rules and regulations. He referenced the recent discussion about 501c3 organizations like New Milford Fire and said it is not Board policy to waive fees. He said this may have been justified during COVID but not indefinitely. The Board has already discussed the architectural study tonight with the intention of not staying at East Street long term, so he asked how the Board could grant indefinite use. He asked if legal had reviewed the request.
- Mr. McCauley said he has similar thoughts but agreed that Camella's Cupboard is good for the community.
- Mrs. Rella noted they service some of our students.
- Mr. Helmus said he agrees, but it is unclear if we are violating our own policies. He said he would like to see this addressed more globally with the Mayor and Town Council taking a look too. It is for the good of the community, versus the school system.
- Mr. McCauley said this is a big discussion and he thinks it warrants legal review.
- Mrs. Monaghan said she would like to see an inventory of spaces available.
- Mr. Helmus asked if a building use application had been completed that follows the policy of use for 501c3 organizations. We should not be making new accommodations.

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	<ul style="list-style-type: none"> <li>• Mrs. Chastain said they are not asking to waive fees.</li> <li>• Mrs. Rella said she understands Mr. Helmus' position regarding indefinite use. She suggested the request be narrowed to one year.</li> <li>• Mr. Helmus said more details are needed to make sure we are following the rules.</li> <li>• Board Chair Wendy Faulenbach, who was present in the audience, said she would place the topic on the regular Board agenda for further discussion.</li> </ul>	
<b>4.</b>	<p><b>Items for Information and Discussion</b></p> <p><b>A. NMHS Roof Project Update</b></p> <ul style="list-style-type: none"> <li>• Mr. Aparicio said bids were received June 3 and the lowest bid came in at \$400,000 over. The Mayor will be meeting with his Finance Director to discuss options. The MBC has the project on hold. There should be more information by next Tuesday's full Board meeting.</li> </ul> <p><b>B. NMHS Scoreboard</b></p> <ul style="list-style-type: none"> <li>• Mr. Aparicio said the project has been slowed by the global materials shortage.</li> </ul> <p><b>C. NMHS Tennis Courts Update</b></p> <ul style="list-style-type: none"> <li>• No report was given. A memo was provided.</li> </ul> <p><b>D. NMHS Electronic Sign</b></p> <ul style="list-style-type: none"> <li>• Mr. Aparicio said the bid for this project is on the Operations agenda for approval. Based on the bid award, the funding request is a move from using the April meeting approved end of year funds to a recommendation of a set aside from capital.</li> </ul> <p><b>E. State of CT Security Grant Proposal</b></p> <ul style="list-style-type: none"> <li>• Mr. Aparicio said they are working to complete this application by the June 15 deadline.</li> </ul>	<p><b>Items for Information and Discussion</b></p> <p><b>A. NMHS Roof Project Update</b></p> <p><b>B. NMHS Scoreboard</b></p> <p><b>C. NMHS Tennis Courts Update</b></p> <p><b>D. NMHS Electronic Sign</b></p> <p><b>E. State of CT Security Grant Proposal</b></p>

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<b>F.</b>	<ul style="list-style-type: none"><li>Ms. DiCorpo said there is a matching percentage required and that will be discussed at Operations. She thanked the New Milford Police and Fire representatives who worked collaboratively with the district to give input.</li></ul> <b>Capital Projects</b> <ul style="list-style-type: none"><li>Mr. Aparicio said this is an updated Five Year Capital Plan. Some items are highlighted to show in progress or removal due to NV5 or possible SNIS move.</li></ul>	<b>F. Capital Projects</b>
<b>5.</b>	<b>Public Comment</b> <ul style="list-style-type: none"><li>There was none.</li></ul>	<b>Public Comment</b>
<b>6.</b>	<b>Adjourn</b> <p>Mrs. Rella moved to adjourn the meeting at 7:39 p.m., seconded by Mrs. Monaghan and passed unanimously.</p>	<b>Adjourn</b> <p><b>Motion made and passed unanimously to adjourn the meeting at 7:39 p.m.</b></p>

Respectfully submitted:



Brian McCauley, Chairperson  
Facilities Sub-Committee

**New Milford Board of Education  
Operations Sub-Committee Minutes  
June 8, 2021  
Sarah Noble Intermediate School Library Media Center**

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NEW MILFORD, CT

<b>Present:</b>	Mrs. Wendy Faulenbach, Chairperson Mr. Pete Helmus Mrs. Eileen P. Monaghan Mrs. Olga I. Rella, Alternate
<b>Absent:</b>	Mrs. Cynthia Nabozny
<b>Also Present:</b>	Ms. Alisha DiCorpo, Superintendent Mr. Anthony Giovannone, Director of Fiscal Services and Operations Mrs. Laura Olson, Director of Pupil Personnel and Special Services Ms. Jamie Terry, Director of Technology Mrs. Catherine Calabrese, Interim Assistant Superintendent Mrs. Catherine Gabianelli, Human Resources Director Mr. Nestor Aparicio, Interim Facilities Director Mrs. Sandra Sullivan, Food and Nutrition Services Director

<b>1.</b>	<b>Call to Order</b>  The meeting of the New Milford Board of Education Operations Sub-Committee was called to order at 7:40 p.m. by Mrs. Faulenbach. Mrs. Rella was seated in the absence of Mrs. Nabozny.	<b>Call to Order</b>
<b>2.</b>	<b>Public Comment</b>  • There was none.	<b>Public Comment</b>
<b>3.</b>	<b>Discussion and Possible Action</b>  <b>A. Exhibit A: Personnel — Certified, Non-Certified Appointments, Resignations and Leaves of Absence</b>  <ul style="list-style-type: none"> <li>• Mrs. Gabianelli said there will be a revised Exhibit A for the full Board meeting.</li> <li>• Mrs. Rella asked if exit interviews are being done. Mrs. Gabianelli said they are and they are also working with Technology to automate a process for surveying ahead of time.</li> <li>• Mrs. Rella asked if retirees are included. Mrs. Gabianelli said they will be.</li> <li>• Mr. Helmus asked if there was a way to share that information with the Board without violating confidentiality.</li> </ul>	<b>Discussion and Possible Action</b>  <b>A. Exhibit A: Personnel — Certified, Non-Certified Appointments, Resignations and Leaves of Absence</b>

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	<ul style="list-style-type: none"> <li>Mrs. Faulenbach said they will circle back to see how that can be done while keeping a comfort level and confidentiality.</li> </ul> <p>Mrs. Rella moved to bring Exhibit A: Personnel - Certified, Non-Certified Appointments, Resignations and Leaves of Absence to the full Board for approval.</p> <p>Motion seconded by Mrs. Monaghan.</p> <p>Motion passed unanimously.</p>	
<b>B.</b>	<p><b>Gifts &amp; Donations</b></p> <p><b>1. United Way</b></p> <ul style="list-style-type: none"> <li>Mrs. Faulenbach thanked Katy Francis and the United Way for this generous donation. She said no motion is needed because it is under the donation threshold.</li> </ul>	<p><b>Motion made and passed unanimously to bring Exhibit A: Personnel - Certified, Non-Certified Appointments, Resignations and Leaves of Absence to the full Board for approval.</b></p>
<b>C.</b>	<p><b>Bid Awards</b></p> <p><b>1. NMHS Electronic Sign</b></p> <ul style="list-style-type: none"> <li>Mrs. Faulenbach said this was originally recommended as an end of year project. Since it will not be completed by that time, the request is to take the funding from capital reserve. Mrs. Faulenbach said this can be a lengthy process, since approvals are needed by Town Council and Board of Finance as well.</li> <li>Mr. Giovannone suggested that the vendor be made aware of the longer time frame.</li> <li>Mrs. Faulenbach said that can be worked through in the contract.</li> <li>Mrs. Rella asked if this vendor has been used before.</li> <li>Mr. Aparicio said they had not. They are the lowest bidder.</li> <li>Mrs. Monaghan noted that they are also a non-profit that employs special needs people.</li> </ul> <p>Mrs. Monaghan moved to bring the bid award for the NMHS Electronic Sign to the full Board for approval.</p>	<p><b>B. Gifts &amp; Donations</b></p> <p><b>1. United Way</b></p> <p><b>C. Bid Awards</b></p> <p><b>1. NMHS Electronic Sign</b></p> <p><b>Motion made and passed unanimously to bring the bid award</b></p>

	<p>Motion seconded by Mrs. Rella.</p> <p>Motion passed unanimously.</p>	<p><b>for the NMHS Electronic Sign to the full Board for approval.</b></p>
<b>D.</b>	<p><b>Twin Lakes Contract Hours</b></p> <ul style="list-style-type: none"> <li>• Mr. Giovannone said this request for additional hours falls below the Purchase Resolution threshold so it will not be listed. The memo is provided for transparency.</li> <li>• Mrs. Faulenbach said she appreciates the transparency and she supports this request. She asked if these are enough hours for the projects.</li> <li>• Ms. DiCorpo said this is what the current Technology Director can offer us to help move projects forward and get us through to June 30. She is hoping ESSER II funds will help to keep her on beyond that time to allow for significant time to transition to the new Technology Director.</li> <li>• Mrs. Rella asked where the search for the new Technology Director is at. Ms. DiCorpo said they have gone back to the applicant pool and are hoping to interview next week, along with the Facilities Director.</li> </ul>	<p><b>D. Twin Lakes Contract Hours</b></p>
<b>E.</b>	<p><b>Feasibility Study and Enrollment Study Updates</b></p> <p><b>1. Architectural Study</b></p> <ul style="list-style-type: none"> <li>• Mrs. Faulenbach said this is informational with no motion needed.</li> <li>• Mr. Giovannone said the Architectural Study piece will come up later in the agenda under capital projects.</li> </ul>	<p><b>E. Feasibility Study and Enrollment Study Updates</b></p> <p><b>1. Architectural Study</b></p>
<b>F.</b>	<p><b>COVID Account Update</b></p> <ul style="list-style-type: none"> <li>• Mr. Giovannone said page 1 has been updated to show current totals. The full pot of local funds are shown in #1. There are no changes to #2 CARES funds and #3 CRF funds. Funds in #4, the ESSER II grant, are approved and authorized for use starting June 10. We are in</li> </ul>	<p><b>F. COVID Account Update</b></p>

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	<p>the process of submitting the application for funds under #5, ESSER III.</p> <ul style="list-style-type: none"><li>• Ms. DiCorpo said we have already posted for ESSER II positions.</li><li>• Mrs. Monaghan asked how much of #4 can be spent as of June 10. Mr. Giovannone said a third of the funding can be pulled down. They are expecting to expend all funds in year one of this two year grant.</li><li>• Ms. DiCorpo said the majority of the funds will be linked to staff salaries.</li><li>• Mrs. Monaghan asked how many positions that is. Mr. Giovannone said eleven.</li><li>• Mr. Helmus asked if local funds can be replenished by ESSER funds. Mr. Giovannone said no.</li><li>• Mrs. Faulenbach asked for an update on the Food Services budget. Mr. Giovannone said he would provide follow up.</li><li>• Mrs. Monaghan asked if the ESSER II staffing would be for two years. Ms. DiCorpo said only one year. ESSER III would need to be used to extend if desired. They are also looking at possible funding of School-Based Health Centers.</li><li>• Mrs. Rella asked if hires will know they are temporary. Ms. DiCorpo said yes, they are posted as one year positions.</li><li>• Mr. Giovannone said page 2 is the revised local COVID budget for fiscal year 2021-22.</li><li>• Mrs. Faulenbach asked if these expenses are expected to come out of the local COVID account. Mr. Giovannone said yes. He said these are fluid requests as they wait on guidance. Any actual expenditures will show on the purchase resolution. He thought it was important to share this prior to the discussion of the end of year balance.</li></ul> <p>Mrs. Rella moved to bring the request for COVID related expenses to the full Board for approval.</p> <p>Motion seconded by Mrs. Monaghan.</p> <p>Motion passed unanimously.</p>	<p><b>Motion made and passed unanimously to bring the request for COVID related expenses to the full Board for approval.</b></p>
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	<p><b>G. Update on 2020-21 Capital Projects</b></p> <ul style="list-style-type: none"> <li>• Mr. Giovannone said he has tied together several projects to be considered under one capital reserve request, given the multi-stage approval process. These include the NMHS electronic sign, the NMHS gym floor scrub and resurface, the Architectural Study, and the local portion of funding for the forthcoming State of CT Security Grant.</li> <li>• Mrs. Faulenbach said they have a meeting with the Town tomorrow and she will run through these requests and report back.</li> </ul> <p>Mrs. Rella moved to bring the request for 2020-21 Capital Projects to the full Board for approval.</p> <p>Motion seconded by Mrs. Monaghan.</p> <p>Motion passed unanimously.</p> <p><b>H. End of Year Balance 2020-21</b></p> <ul style="list-style-type: none"> <li>• Mr. Giovannone said the chart shows a refresh as of May 31, 2021. There is a slight increase in the projected end of year balance and it includes the second excess cost. He included recommendations to the Board.</li> <li>• Mrs. Faulenbach said this dovetails with the capital reserve projects just discussed, as well as continued collaboration and discussion with the Town. Board members can weigh in at the full Board.</li> <li>• Mrs. Faulenbach asked if a Turf Field contribution was made from last year's year end balance. Mr. Giovannone said no, it all went to COVID, and that is why he is recommending a double contribution this year.</li> <li>• Mr. Giovannone said if the recommended capital projects are approved, the capital reserve will drop by half.</li> <li>• Mrs. Faulenbach said all these projects are exciting but they are coming all at once and must be tracked. She said this budget was designed pre-COVID and this end of year</li> </ul>	<p><b>G. Update on 2020-21 Capital Projects</b></p> <p><b>Motion made and passed unanimously to bring the request for 2020-21 Capital Projects to the full Board for approval.</b></p> <p><b>H. End of Year Balance 2020-21</b></p>
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	<p>balance is not the norm. The Town will be similar. They will come back to the taxpayer in some way. This will be discussed on the full Board agenda.</p> <p><b>I. Monthly Reports</b></p> <ol style="list-style-type: none"> <li><b>1. Budget Position dated May 31, 2021</b></li> <li><b>2. Purchase Resolution D-747</b></li> <li><b>3. Request for Budget Transfers</b></li> </ol> <ul style="list-style-type: none"> <li>• Mr. Giovannone said unemployment on page 1 of 4 is overdrawn and there will be a transfer from another benefit line needed. It is within major object code so no approval is needed. He said line 57500 on page 3 of 4 is for approved materials for the Maxx upgrade.</li> <li>• Mrs. Faulenbach noted that legal is overdrawn. There are four sets of negotiations and many ongoing projects. Mr. Giovannone noted that the Business section is being reviewed through Policy and it is quite involved.</li> <li>• Mrs. Faulenbach asked if the same baseline was budgeted for 2021-22. Mr. Giovannone said there is a percentage increase but it may not be adequate.</li> <li>• Mrs. Faulenbach noted the overall revenue loss. Mr. Giovannone said it is offset by the larger than expected excess cost.</li> <li>• Mr. Giovannone noted the band uniforms on the purchase resolution. These were funded by the Town.</li> <li>• Ms. DiCorpo said they are working on refresh cycles for future budgeting.</li> </ul> <p>Mrs. Rella moved to bring the monthly reports: Budget Position May 31, 2021, Purchase Resolution D-747 and Request for Budget Transfers to the full Board for approval.</p> <p>Motion seconded by Mrs. Monaghan.</p> <p>Motion passed unanimously.</p>	<p><b>I. Monthly Reports</b></p> <ol style="list-style-type: none"> <li><b>1. Budget Position dated May 31, 2021</b></li> <li><b>2. Purchase Resolution D-747</b></li> <li><b>3. Request for Budget Transfers</b></li> </ol> <p><b>Motion made and passed unanimously to bring the monthly reports: Budget Position dated May 31, 2021, Purchase Resolution D-747, and Request for Budget Transfers to the full Board for approval.</b></p>
<b>4.</b>	<b>Items of Information</b>	<b>Items of Information</b>

<p><b>A.</b></p>	<p><b>Bid Awards</b></p> <ol style="list-style-type: none"> <li><b>Food and Nutrition Services - Milk and Frozen Dessert</b> <ul style="list-style-type: none"> <li>Mr. Giovannone said they are recommending an August date for this annual bid.</li> </ul> </li> </ol> <p><b>B. Annual Emergency Preparedness Report</b></p> <ul style="list-style-type: none"> <li>Mr. Giovannone noted the additions this year of the SSOs and the security grant.</li> </ul> <p><b>C. Annual Wellness Report</b></p> <ol style="list-style-type: none"> <li><b>Wellness Policy Triennial</b> <ul style="list-style-type: none"> <li>Mrs. Olson said she worked with Mrs. Sullivan on this detailed triennial evaluation which compares the district's wellness policy to a model policy using a scoring rubric and reviewing federal requirements. It included interviews with stakeholders to review actual practice, then a summary of strengths and weaknesses. The next step is to post this on the district website for public review and then go back to the Wellness Committee for improvement to policy and practices. In some cases the identified weaknesses reflect policy language or lack thereof versus a problem with practice.</li> <li>Ms. DiCorpo said the wellness policy and regulations were last updated in 2013.</li> <li>Mrs. Rella asked if parents can apply for free and reduced status online now. Mrs. Sullivan said they can.</li> <li>Mr. Helmus suggested additional explanation be added to the report when it is posted to make it easier for the public to understand.</li> </ul> </li> </ol> <p><b>D. Annual Report of the John J. McCarthy Observatory</b></p> <ul style="list-style-type: none"> <li>Mrs. Faulenbach said this is an amazing team that is always working on new initiatives. She recommended that everyone visit.</li> </ul>	<p><b>A. Bid Awards</b></p> <ol style="list-style-type: none"> <li><b>Food and Nutrition Services - Milk and Frozen Dessert</b></li> </ol> <p><b>B. Annual Emergency Preparedness Report</b></p> <p><b>C. Annual Wellness Report</b></p> <ol style="list-style-type: none"> <li><b>Wellness Policy Triennial</b></li> </ol> <p><b>D. Annual Report of the John J. McCarthy Observatory</b></p>
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Sarah Noble Intermediate School Library Media Center

<p><b>E.</b></p>	<p><b>Volunteers and Fingerprinting</b></p> <ul style="list-style-type: none"> <li>• Mrs. Gabianelli said there were no volunteers allowed this year during COVID, but with things opening up and end of year events happening, they are allowing previously approved fingerprinted volunteers. These volunteers are also being cleared through DCF and the Sex Offender Registry. There is no funding for fingerprinting in this year's or next year's budgets.</li> <li>• Mrs. Faulenbach noted that an adjustment will likely be needed to this line going forward.</li> <li>• Mr. Giovannone said that budgeted amount would be \$21,600.</li> </ul>	<p><b>E. Volunteers and Fingerprinting</b></p>
<p><b>F.</b></p>	<p><b>Sub Rates and Minimum Wage Increase</b></p> <ul style="list-style-type: none"> <li>• Mrs. Gabianelli said an addendum was made in July 2020 to account for the hike in minimum wage to \$12. On August 1, 2021 the minimum wage will move to \$13 and the addendum will still work for that. In July 2022, when the minimum wage goes up to \$14, adjustments will be needed.</li> <li>• Mrs. Faulenbach asked if that will have a budgetary impact. Ms. DiCorpo said yes.</li> </ul>	<p><b>F. Sub Rates and Minimum Wage Increase</b></p>
<p><b>G.</b></p>	<p><b>Excess Cost 2020-21</b></p> <ul style="list-style-type: none"> <li>• Mr. Giovannone said they have received notification of the second excess cost payment but it is not yet booked over from the Town.</li> <li>• Mrs. Faulenbach said this is a volatile line and is less than anticipated some years and more in others. It is never guaranteed money.</li> <li>• Mr. Giovannone said this helped offset declining revenues in other areas this year.</li> </ul>	<p><b>G. Excess Cost 2020-21</b></p>
<p><b>H.</b></p>	<p><b>ESSER II and III</b></p> <ul style="list-style-type: none"> <li>• Mr. Giovannone said this provides a breakdown of the ESSER II application.</li> <li>• Mrs. Faulenbach referenced the School-Based Health Centers presentation that is coming up.</li> </ul>	<p><b>H. ESSER II and III</b></p>

	<ul style="list-style-type: none"> <li>Ms. DiCorpo said she will be looking towards ESSER III funding for that. She is looking to get Board input on the program and its costs, as she would like to capture it as a long term, stable option and not just with ESSER funding.</li> </ul> <p><b>I. State of CT Security Grant Proposal</b></p> <ul style="list-style-type: none"> <li>Ms. DiCorpo said this was discussed at Facilities but has operational costs so it is included here as well.</li> <li>Mrs. Faulenbach said she would like to see a revised Five Year Capital Plan that pulls out crossover with this grant.</li> <li>Mr. Giovannone said setting this up as a capital project will help the district track expenditures so we get all the reimbursement to which we are entitled.</li> </ul>	<p><b>I. State of CT Security Grant Proposal</b></p>
<b>5.</b>	<p><b>Public Comment</b></p> <ul style="list-style-type: none"> <li>There was none.</li> </ul>	<p><b>Public Comment</b></p>
<b>6.</b>	<p><b>Adjourn</b></p> <p>Mrs. Rella moved to adjourn the meeting at 9:25 p.m. seconded by Mrs. Monaghan and passed unanimously.</p>	<p><b>Adjourn</b></p> <p><b>Motion made and passed unanimously to adjourn the meeting at 9:25 p.m.</b></p>

Respectfully submitted:



Wendy Faulenbach, Chairperson  
 Operations Sub-Committee