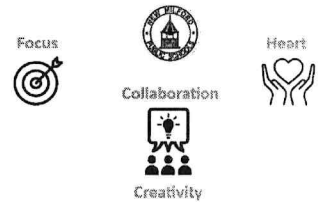


NEW MILFORD BOARD OF EDUCATION
New Milford Public Schools
25 Sunny Valley Road, Suite A
New Milford, Connecticut 06776



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BOARD OF EDUCATION
MEETING NOTICE

DATE:	December 17, 2024
TIME:	7:00 P.M.
PLACE:	Sarah Noble Intermediate School – Library Media Center

AGENDA

New Milford Public Schools Mission Statement

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

1. CALL TO ORDER

A. Pledge of Allegiance

2. PUBLIC COMMENT

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

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

3. PTO REPORT

4. STUDENT REPRESENTATIVES' REPORT

5. APPROVAL OF MINUTES

- A. Approval of the following Board of Education Meeting Minutes:
 - 1. Regular Meeting Minutes November 19, 2024

6. SUPERINTENDENT'S REPORT

7. BOARD CHAIRPERSON'S REPORT

8. SUBCOMMITTEE REPORTS

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

9. DISCUSSION AND POSSIBLE ACTION

- A. Monthly Reports
 - 1. Budget Position dated November 19, 2024
 - 2. Purchase Resolution D-789
 - 3. Request for Budget Transfers

B. Policies for First Read

1. 5000 Non-Discrimination (Students)
2. 5111 Student Attendance, Truancy and Chronic Absenteeism
3. 5131 Student Discipline
4. 5142 Administration of Student Medications in Schools
5. 5145.45 Students and Section 504 of the Rehabilitation Act of 1973 and Title II of the Americans with Disabilities Act of 1990
6. 5165 Graduation Requirements

C. Board Bylaw for First Read

1. 9005 Official Duties—Assistant Secretary

D. Policy Recommended for Deletion Upon Approval of Policy 5131 in Item A

1. 5114 Removal/Suspensions/Expulsions

E. Acceptance of New Milford High School Roof Project Completion

F. Adult Education Evaluation

G. Five Year Curriculum Plan

10. ITEMS OF INFORMATION

A. Items of Information

1. 5000 R Administrative Regulations Regarding Non-Discrimination (Students)
2. 5111R Administrative Regulations Regarding Student Attendance, Truancy and Chronic Absenteeism
3. 5131 R Administrative Regulations Regarding Alternative Educational Opportunities for Expelled Students
4. 5145.45 R Administrative Regulations Regarding Students and Section 504 of The Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990

B. Employment Report - December 2024

C. Enrollment Report - December 2, 2024

D. Northville Elementary School Roof

E. Sarah Noble Intermediate School HVAC RFP

F. District Wide HVAC Evaluations

G. Field Trip Report

H. Gifts and Donations

11. DISCUSSION AND POSSIBLE ACTION

A. Discussion and possible action concerning proposed collective bargaining agreement between the New Milford Board of Education and the New Milford Educational Secretaries Association Chapter of Local 136, I.F.P.T.E. Executive session anticipated.

B. Discussion and possible action regarding proposed memorandum of understanding between the New Milford Board of Education and the New Milford School Administrators Association regarding Director of Special Education bargaining-unit designation. Executive session anticipated. The Board may take action when it returns to public session.

12. ADJOURN

**New Milford Board of Education
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NEW MILFORD, CT

Present:	Mrs. Wendy Faulenbach, Chairperson Mrs. Leslie Sarich Mrs. Tammy McInerney Mr. Tom O'Brien Mr. Dean Barile Mr. Eric Hansell Mrs. Sarah Herring Mr. Randall Scofield
Absent:	Mr. Brian McCauley

Also Present:	Dr. Janet Parlato, Superintendent of Schools Mr. Jeffrey Turner, Director of Technology Mr. Anthony Giovannone, Director of Fiscal Services and Operations Mrs. Laura Olson, Director of Pupil Personnel and Special Services Mr. Antonio Caldereri, Student Representative Ms. Penelope Morrissey, Student Representative Mrs. Melanie Bonjour, Program Manager, CT Institute For Communities, Inc., School Based Health Centers (SBHC) Mrs. Cheryl Panosian, Licensed Professional Counselor, CT Institute For Communities, Inc, NM High School SBHC BH Program
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1.	A.	Call to Order Pledge of Allegiance The meeting of the New Milford Board of Education was called to order at 7:00 pm by Mrs. Wendy Faulenbach, Chairperson. The Pledge of Allegiance immediately followed the call to order.	Call to Order A. Pledge of Allegiance
2.	A.	Public Comment There was none.	Public Comment
3.		STUDENT RECOGNITION: NEW MILFORD HIGH SCHOOL PEER MENTORS Dr. Parlato stated this is the inaugural Peer Mentor program. Peer mentors are 11th and 12th grade mentors for a 9th grade mentee. Mentors are there to discuss academics, communicate with peers and teachers, help with handling stress and emotions,	STUDENT RECOGNITION: NEW MILFORD HIGH SCHOOL PEER MENTORS

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	<p>and be a resource. Peer mentors demonstrate the ideas to live by: heart, collaboration, focus, and creativity. Peer mentors for the 2024-25 school year are: Ry Ambrose, Carter Brandel, Isabella Buffa, Barbara Cardenas, Anna Carvalho, Gabriella Esposito, Victoria Fonseca, Sebastian Gilbert, Kailey Hector, Kelsey Hector, Addison Hernandez, Kirra Hopp, Jaden McMullin, Madeline Merritt, Haley Piper, Caden Reynolds, Calley Thierfelder, Riley Tierney, Regan Williams, Emilia Alvarez, Mason Antonucci, Alyssa Creighton-Rullo, Lauren Gesualdi, Alyssa Gonch, Julia Hancock, Hannah Milot, Harley Pane, Isla Rocca, Lily Runyan, Ava Squeglia, Allyx-Kathryn Wilk, Meadow Hall, Elisabeth Joudy, and Taylor Lachance.</p>	
4.	<p>PTO REPORT Mrs. Byrd stated in the K-8 schools, the PTOs celebrated Halloween including Boo Bash and Trunk-or-Treating. The schools also recognized Veterans during Veteran’s Day celebrations. Book fairs were a success and they were able to provide books to all school libraries and in some instances, staff classrooms. During conferences, the PTO provided meals/treats to staff. In the K-5 schools, there will be holiday stores. It’s a great opportunity for students to shop. There are plans to celebrate staff during the holidays as well.</p>	<p>PTO REPORT</p>
5.	<p>STUDENT REPRESENTATIVE’S REPORT Mr. Caldareri stated Sarah Noble Intermediate School (SNIS), on November 7th, celebrated Veteran’s Day with over 30 Veterans in attendance. They also just had their first “Kindness” poster contest. The theme was “Kindness Begins with Me” and top students from each grade were honored. Northville had a Professional Development day recently, a Sock Hop during gym, and a 50th day of school celebration. Northville also honored Veterans at an assembly. Hill & Plain School (HPS), had a family reading and math event as well as a spooky reading night. HPS also had a Veteran’s Day assembly where Mrs. Heinz led the students in song.</p>	<p>STUDENT REPRESENTATIVE’S REPORT</p>

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		<p>Students had their own local election where they voted for the school garden name.</p> <p>Ms. Morrissey stated Schaghticoke Middle School (SMS) hosted a Veteran’s Day event and in attendance was a recipient of the Wounded Warrior Project. PTO will be hosting a Boosterthon fundraiser. The New Milford High School band and chorus had a trip to Disney. The National Honors Society had a diabetes walk and SADD (Students Against Destructive Behavior) will have a blood drive on November 26th.</p>	
6.	A.	<p>APPROVAL OF MINUTES Approval of the following Board of Education Meeting Minutes: 1. Regular Meeting Minutes October 15, 2024</p> <p><i>Mr. Scofield moved to approve the Regular Meeting Minutes, October 15, 2024. Seconded by Mrs. Sarich. Motion passed unanimously.</i></p>	<p>APPROVAL OF MINUTES A. Approval of the following Board of Education Meeting Minutes: 1. Regular Meeting Minutes October 15, 2024</p> <p>Motion made and passed to approve the Regular Meeting Minutes October 15, 2024.</p>
7.		<p>SUPERINTENDENT’S REPORT Dr. Parlato stated the Board had a workshop to discuss action steps for the district regarding the Overall Performance Index. There is room to grow but it is a pleasure to work with a hard working staff and thanked everyone for continuing ahead on this journey. Dr. Parlato stated she had her first meeting of the Superintendent's Advisory Council for high school students. Thirty six students attended and provided topics of interest, one being how the budget is developed.</p>	<p>SUPERINTENDENT’S REPORT</p>
8.	A.	<p>SUBCOMMITTEE REPORTS Policy Mrs. Sarich stated they are moving through policies and there are some from the 9000 series on the agenda tonight.</p>	<p>SUBCOMMITTEE REPORTS A. Policy</p>

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	<p>B. Committee on Learning Mrs. McInerney stated they had a presentation on K-12 data, and all materials were attached to the minutes.</p> <p>C. Facilities Mr. O'Brien stated there are a number of ongoing projects. During the information portion of tonight's meeting, he will speak to those projects. Tonight marks the first Board of Education meeting since August 2018 that the New Milford High School roof was not on the agenda. Mr. O'Brien was happy to report it is 100% complete. Garland has issued a warranty for the roof and the district is in good shape to be reimbursed. Mrs. Faulenbach stated that it has been a long road. Dr. Parlato mentioned they will have a motion to accept the project at the December meeting.</p> <p>D. Operations Mr. Hansell stated Mr. Giovannone will review everything.</p>	<p>B. Committee on Learning</p> <p>C. Facilities</p> <p>D. Operations</p>
9.	<p>BOARD CHAIRMAN'S REPORT Mrs. Faulenbach stated the board meeting dates have been posted for the 2025 year with some modifications with Election Day and Veteran's Day, so there will be two Wednesday meetings in 2025.</p>	<p>BOARD CHAIRMAN'S REPORT</p>
10.	<p>STUDENT-BASED HEALTH CENTERS PRESENTATION Dr. Parlato introduced Melanie Bonjour, Program Manager for the Student-Based Health Centers (SBHC), and Cheryl Panosian, Licensed Professional Counselor, to give an update on the Student-Based Health Centers.</p> <p>Mrs. Panosian stated they are a federally qualified health center that allows access to healthcare where there may be a shortage of professionals, limitations with transportation, poverty, limitations</p>	<p>STUDENT-BASED HEALTH CENTERS PRESENTATION</p>

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	<p>linguistically, etc. They bring access to where students are, and mostly in school. Since Covid, there has been a greater need for access to behavioral healthcare services. With the Student-Based Health Centers, patients do not have to experience limited appointment availability and the patients/students or parents do not have to take time out of their work or school day to attend an appointment. Services for New Milford began in 2022.</p> <p>Mrs. Panosian stated she is based at New Milford High School. She receives referrals from staff, parents, and students, and although not there yet, they are close to needing to develop a waitlist. When a student first comes to her, she assesses the student's needs based on information gathered from the referral and parents. Many times students are having issues academically, and there is often a collaboration with guidance to try and work through the issues to improve things like attendance and academic performance. In her line of work, she has seen students who are failing, begin to pass classes after accessing care. The assessment includes doing a study on the students sleeping habits, diet, and exercise.</p> <p>Mrs. Bonjour stated they don't take the place of the counselor, but there is a lot of collaboration, including parents. It is a team approach. If they were not there, it would fall to a social worker, guidance, etc. and parents would have to go out to get assessments. The wait list can be long. Social work intake is 4-6 months. The benefits of the SBHC address the social/emotional learning of the kids in the school, so it helps the students thrive.</p> <p>Mrs. Bonjour stated patient visits over the last few years have gone up significantly across all the schools. To date, they have had over 5072 visits. They bill for services. The district pays for support services and operational costs. It is appreciated that the district provides services for outreach and getting</p>	
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	<p>patients/families enrolled in insurance. They bill through most insurances, but also accept self pay at a sliding fee scale based on income. They will not turn a child away and have a financial enrollment team to work with families.</p> <p>When school and staff work together, there is better attention to social determinants of health and health disparities. It provides seamless care, helps reduce school absences, and it decreases the need for parents to take time off of work to take their child to an appointment. In a survey given to the students, 55% of students who get behavioral health services would have done nothing if the SBHC was not available to them and 32% would have waited until things got bad.</p> <p>Mr. Hansell noted in 2024, there were 2870 visits. Mr. Hansell asked how many were unique vs. repeat students. Mrs. Bonjour stated she did not have that information with her but could get it for the Board. The SBHCs try to accommodate the needs of each student. Some need only a few visits while others need more. Mrs. Bonjour noted the staff tries not to pull students out of academic classes. Mr. Barile asked about the payments that can be accepted. Also, outside of salary costs, he asked what the biggest costs are of running the clinic. Mrs. Bonjour stated there are salaries and benefits to be paid to the employees. There is an annual license fee for EHR. There are other overhead costs such as internet, phone, and corporate. Mr. Barile asked on average, what does a session earn the SBHC. Mrs. Bonjour stated they get a federal reimbursement rate, but did not have the exact amount. Mrs. Panosian added that the district does not pay their salaries. Mr. Barile asked if the SBHC are self-sustaining and if there will be a point where they are fully autonomous. Mrs. Bonjour stated that they bill but don't always get paid. The cost for staff, such as social workers, has greatly increased. Beyond billing services, they have an administrative cost. They do try to sustain</p>	
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	<p>themselves. Mrs. Faulenbach asked, on behalf of Mr. Barile, for clarification on the district's budgetary impact. Mr. Giovannone answered that the district pays \$58,000/year for secretarial support. Mrs. Bonjour stated the secretarial support helps with outreach at all five schools and getting insurance information to families.</p> <p>Mrs. Faulenbach asked if the parents are part of the process. Mrs. Bonjour stated yes. Mrs. Faulenbach asked if there is any time parents are not involved in the process. Mrs. Bonjour stated the only time is when the student could be at risk. The state law allows up to six confidential visits, but the goal is to engage that family in the process.</p> <p>Mrs. Sarich asked what the cost is per visit. Mrs. Bonjour stated for federal reimbursement it's around \$150 per visit. Private insurance is different. Mrs. Sarich asked what the starting point was. Mrs. Bonjour stated it is about \$35-45 dollars. That is an annual rate that is set. Mrs. Bonjour stated she would provide more detailed information on billing to the Board.</p> <p>Mrs. McInerney stated mental health is confidential and safety is important. She asked who the SBHC works with at the schools if there are potential issues with students. Mrs. Bonjour stated it is usually a school counselor.</p> <p>Mr. Hansell mentioned the secretarial support is paid \$15,000 quarterly by the district. At a meeting on June 10, 2022, the board was assured the SBHC would be self-sufficient at this point. Additionally, there was mention of decreasing morbidity and mortality rates. Mr. Hansell asked how the health centers have decreased mortality rates in Danbury since they started there 30 years ago. Mrs. Bonjour stated they have data from the State Department of Public Health. It is calculated based on a certain number of visits. Mr. Hansell asked how many</p>	
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	<p>absences are decreasing based on their services. Mrs. Bonjour stated she would get that information and send it to the Board.</p> <p>Mr. Hansell stated he is concerned the SBHC is not self-sufficient. Mrs. Bonjour asked how they are not considered self-sufficient. Mr. Hansell mentioned the district paying for the secretarial support at \$58,000 per year, and inquired if they could do without the secretarial support. Mrs. Bonjour stated they could, the work would fall to the clinicians. Mr. Hansell asked if the SBHC could support the cost of the secretarial support. Mrs. Bonjour stated they would not be able to do so.</p> <p>Mrs. McInerney stated she thought the district had agreed to fund the secretarial support ongoing. Mrs. Faulenbach also stated, in the dialog, the way it was presented, it would be primarily self-sustaining. The Board would provide some clerical support. Mrs. Bonjour stated it is up to the Board of Education to decide the value of their services. She asked the Board if the families would be in support of this. Mrs. Bonjour stated the families we serve would be challenged to find the same services in the community. This is a minimal financial cost in the district. Mrs. Faulenbach stated she would speak for herself in saying the fact you are here shows our intent and our understanding. The budgetary questions do not mean we're not in favor. We are going into budget season and we have to make tough choices. We needed a refresh on the project. It is not all completely budgetary. Mrs. Sarich stated it is important what the SBHC are doing, we're just trying to drill down a bit. Mrs. Faulenbach stated we ask these questions because we do answer to the community. Mr. O'Brien asked Dr. Parlato what the program would cost if the district did not utilize the SBHC. Dr. Parlato stated it would cost the district roughly \$400,000 annually to employ staff to provide these services. Mr. O'Brien stated it seems the SBHC is a bargain.</p>	
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	<p>Dr. Parlato stated she wanted to acknowledge the work from Ms. Hollander and Mrs. Olson. Mrs. Olson stated they had been looking for a program like this for years. The relief it has given parents, and the accessibility for students to have this built into the school day is very significant.</p> <p>Mrs. Panosian stated students can be seen as quickly as the next day. That accessibility is not what you're going to have in the community.</p>	
<p>11.</p>	<p>DISCUSSION AND POSSIBLE ACTION</p> <p>A. Monthly Reports</p> <ol style="list-style-type: none"> 1. Budget Position dated October 31, 2024 2. Purchase Resolution: D-788 3. Request for Budget Transfers <p>Mr. Giovannone stated there was discussion regarding one current transfer and two transfers for the future. One is for the cogen maintenance at the highschool, and another is toward contract services for nursing. This will require a transfer from the nurse salary line later in the year. Page 4/4 shows the SMS wastewater management plan and a return from the town of the difference on what we gave them vs. what the actual cost was.</p> <p>Mrs. Faulenbach asked for clarification on page 4/4 of the Capital Reserve and asked what the telescope contribution dollar amount would be for the upcoming budget. Mr. Giovannone stated it would be roughly \$480,000 a year from the operational budget.</p> <p>Mrs. Faulenbach stated, some projects are earmarked but not spent down, such as the central office move. Mr. Giovannone stated he has what is still left of the 2023-24 iteration of the 5 Year Capital Plan and will prepare those items for budget discussion.</p>	<p>DISCUSSION AND POSSIBLE ACTION</p> <p>A. Monthly Reports</p> <ol style="list-style-type: none"> 1. Budget Position dated October 31, 2024 2. Purchase Resolution: D-788 3. Request for Budget Transfers

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	<p>Mrs. Faulenbach noted there is a transfer from the insurance line to be put towards the website. Dr. Parlato stated there was extra money in the insurance line that was not reduced when there was a reduction in force. If we don't use that funding, it will fall to the bottom and end up in Capital Reserve. This was a project originally funded by ESSR. Mrs. Faulenbach asked what the overall cost of the project was. Dr. Parlato stated she would provide that to the Board. Mrs. Faulenbach asked if this transfer would finish the project. Dr. Parlato stated yes. Mrs. Sarich asked when the project would be completed. Dr. Parlato stated around mid-December.</p> <p><i>Mr. Hansell moved to approve the Budget Position dated October 31, 2024; Purchase Resolution D-788; and Request for Budget Transfers. Seconded by Mr. O'Brien. Motion passed unanimously.</i></p> <p>B. Textbook Approval No discussion.</p> <p><i>Mrs. Sarich moved to approve the Textbook Approval. Seconded by Mr. Scofield. Motion passed unanimously.</i></p> <p>C. Policy for Review 1. 5131.91 Connecticut School Climate Policy</p> <p>Mr. Hansell stated he realizes we're coerced by the state to do this and would like to see regulations put in place. There is a potential to create a power imbalance, and a tyranny of the minority without guardrails set up. One of the biggest concerns, as it stands, is that it's too broad. If we're not allowed to make any changes without the threat of being sued, there should be something to deter frivolous lawsuits. There should be regulations to address the concerns.</p>	<p>Motion made to approve the Budget Position dated October 31, 2024; Purchase Resolution D-788; and Request for Budget Transfers. Motion passed.</p> <p>B. Textbook Approval</p> <p>Motion made to approve the Textbook Approval. Motion passed.</p> <p>C. Policy for Review 1. 5131.91 Connecticut School Climate Policy</p>
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	<p>Mrs. Faulenbach stated, after hearing the recommendation from legal, the concern from some members is the implementation of it. We've been advised not to make changes, but if we adopt it, we could address concerns somehow. Mrs. Faulenbach asked Dr. Parlato if the forms themselves can be modified.</p> <p>Dr. Parlato stated the forms for it can be revised. Mr. Hansell stated that helps, and suggested adding things instead of taking things away.</p> <p>Mr. Barile agreed there needs to be a school climate policy. The anti-bullying achieves that and, on the flipside, there is also a fiduciary responsibility to it. The concern is how do we marry those two.</p> <p>Mrs. Herring asked if this is a policy that came down from legislation, and we are being forced to abide by it, why do we vote on it. Mrs. Faulenbach answered that one of the responsibilities of Boards is to adopt policies by state statute. Mrs. Herring asked what happens if the board does not vote in favor of it. Mrs. Faulenbach stated that they will not have a policy. Dr. Parlato added, if you don't have it by July 1, 2025, then it will become a problem.</p> <p>Mr. Barile asked if we have to adopt a policy, do we have the authority as to how it is implemented. Mrs. Faulenbach stated that it is the job of the Superintendent to implement the policy, then to put together a regulation or plan as an item of information.</p> <p>Mr. Barile stated there are too many subjective terms, and believes it should be handled as a collective group. If an administrator writes the plan, the Board should vote on it. Dr. Parlato stated that she can work on putting together a climate plan and have the Board vote on it. Mrs. Faulenbach stated once the plan is put forward, it can be a work in progress. Mr. Barile noted that it seems vague and</p>	
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	<p>subjective purposely. He is disappointed that “challenging behavior” is in here at all.</p> <p>Dr. Parlato stated the district climate plan has not been something that has been presented directly to the Board in the past, but that she would be open to it being a matter of discussion and possible revision.</p> <p>Mrs. Faulenbach stated that we need to find a middle ground. This is the third review. A policy is something a Board has to vote on, a plan they do not, but can if they choose to.</p> <p>Mr. Barile stated his concern is the same reason to not pass this policy as others argue to pass this policy. We could be sued on the other side of this too. Mr. Barile thanked Mrs. McInerney for her thoughts on this particular policy noting they may not always see eye-to-eye, but her insights were very helpful.</p> <p><i>Mrs. McInerney moved to approve policy 5131.91 Connecticut School Climate Policy. Seconded by Mr. O’Brien. Motion passed unanimously.</i></p> <p>D. Bylaws Recommended for Second Review:</p> <ol style="list-style-type: none"> 1. 9000 Role of Board and Members 2. 9001 Officers 3. 9002 Official Duties—Chairperson 4. 9003 Official Duties—Vice Chairperson 5. 9004 Official Duties—Secretary 6. 9006 Removal of Board Officers 7. 9007 Code of Conduct for Board Members 8. 9008 Reimbursement of Board Members’ Expenses 9. 9009 Oath of Office 10. 9010 Formulation, Adoption, Amendment or Deletion of Bylaws 11. 9011 Formulation, Adoption, Amendment or Deletion of Policies 	<p>Motion made to approve policy 5131.91 Connecticut School Climate Policy. Motion passed.</p> <p>D. Bylaws Recommended for Second Review:</p> <ol style="list-style-type: none"> 1. 9000 Role of Board and Members 2. 9001 Officers 3. 9002 Official Duties—Chairperson 4. 9003 Official Duties—Vice Chairperson 5. 9004 Official Duties—Secretary 6. 9006 Removal of Board Officers 7. 9007 Code of Conduct for Board Members
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	<p>12. 9012 Formulation, Adoption, Amendment or Deletion of Administrative Regulations 13. 9013 Suspension of Policies, Bylaws or Administrative Regulations 14. 9014 Board Committees</p> <p><i>Mrs. Sarich moved to approve the Bylaws listed above. Seconded by Mrs. McInerney.</i></p> <p><i>Mrs. Faulenbach asked to remove the first and second on the motion to approve the Bylaws listed above. The intent to modify policy 9006 with the concern mentioned at policy.</i></p> <p><i>Mrs. Sarich moved to approve Bylaws 9000, 9001, 9002, 9003, 9004, 9007, 9008, 9009, 9010, 9011, 9012, 9013 and 9014. Seconded by Mrs. McInerney. Motion passed 7-0-0 (Mr. O'Brien had stepped out).</i></p> <p><i>Mr. Barile moved to approve Bylaw 9006 with the change of the reading of removal of officers from a simple majority to a 2/3 majority. Seconded by Mr. Hansell. Motion passed 7-0-0 (Mr. O'Brien had stepped out).</i></p> <p>E. Bylaws Recommended for Deletion Upon Approval of Bylaws in Item A.</p> <ol style="list-style-type: none"> 1. 9000 Role of the Board and Member (Powers, Purposes, Duties) 2. 9010 Limits of Authority 3. 9012 Legal Responsibilities of Boards of Education 	<p>8. 9008 Reimbursement of Board Members' Expenses 9. 9009 Oath of Office 10. 9010 Formulation, Adoption, Amendment or Deletion of Bylaws 11. 9011 Formulation, Adoption, Amendment or Deletion of Policies 12. 9012 Formulation, Adoption, Amendment or Deletion of Administrative Regulations 13. 9013 Suspension of Policies, Bylaws or Administrative Regulations 14. 9014 Board Committees</p> <p>Motion made to approve Bylaws 9000, 9001, 9002, 9003, 9004, 9007, 9008, 9009, 9010, 9011, 9012, 9013 and 9014. Motion passed.</p> <p>Motion made to approve Bylaw 9006 with the change of the reading of removal of officers from a simple majority to a 2/3 majority. Motion passed.</p> <p>E. Bylaws Recommended for Deletion Upon Approval of Bylaws in Item A.</p> <ol style="list-style-type: none"> 1. 9000 Role of the Board and Member (Powers, Purposes, Duties)
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	<p>4. 9020 Public Statements 5. 9030 Commitment to Democratic Principles in Relation to Community, Staff, Students 6. 9040 Board-Related Responsibilities 7. 9110 Number of Members Terms of Office, Oath of Office 8. 9120 Term of Office for Board Officers 9. 9121 Role of the Chairperson 10. 9122 Office of the Vice Chairperson 11. 9123 Role of the Secretary 12. 9131 Committee of the Whole 13. 9140 Board Representatives 14. 9221 Filling Vacancies on the Board 15. 9222 Resignation/Removal from Office/Censure 16. 9250 Remuneration and Reimbursement 17. 9260 Board Member Protection 18. 9311 Policies 19. 9313 Formulation/Adoption/Amendment of Administrative Regulations 20. 9314 Suspension of Policies, Bylaws, and Regulations</p>	<p>2. 9010 Limits of Authority 3. 9012 Legal Responsibilities of Boards of Education 4. 9020 Public Statements 5. 9030 Commitment to Democratic Principles in Relation to Community, Staff, Students 6. 9040 Board-Related Responsibilities 7. 9110 Number of Members Terms of Office, Oath of Office 8. 9120 Term of Office for Board Officers 9. 9121 Role of the Chairperson 10. 9122 Office of the Vice Chairperson 11. 9123 Role of the Secretary 12. 9131 Committee of the Whole 13. 9140 Board Representatives 14. 9221 Filling Vacancies on the Board 15. 9222 Resignation/Removal from Office/Censure 16. 9250 Remuneration and Reimbursement 17. 9260 Board Member Protection 18. 9311 Policies 19. 9313 Formulation/Adoption/Amendment of Administrative Regulations</p>
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New Milford Board of Education
 Meeting Minutes
 November 19, 2024
 Sarah Noble Intermediate School Library Media Center

		<p><i>Mrs. Sarich moved to approve the deletion of the Bylaws listed in 11 E. upon the approval of Bylaws listed in item 11D. Seconded by Mrs. Herring. Motion passed unanimously.</i></p> <p>F. Policy Revisions Recommended for First Read</p> <ol style="list-style-type: none"> 1. 5118.1 Homeless Children and Youth 2. 5141.5 Suicide Prevention and Intervention 3. 5158 Policy to Improve the Completion Rates of the Free Application for Federal Financial Aid (FAFSA) <p>No discussion.</p>	<p>20. 9314 Suspension of Policies, Bylaws, and Regulations</p> <p>Motion made to approve the deletion of the Bylaws listed in 11 E. upon the approval of Bylaws listed in item 11D. Motion passed.</p> <p>F. Policy Revisions Recommended for First Read</p> <ol style="list-style-type: none"> 1. 5118.1 Homeless Children and Youth 2. 5141.5 Suicide Prevention and Intervention 3. 5158 Policy to Improve the Completion Rates of the Free Application for Federal Financial Aid (FAFSA)
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12.	A.	<p>ITEMS OF INFORMATION</p> <p>Items of Information</p> <ol style="list-style-type: none"> 1. 5118.1 R Administrative Regulations Regarding Homeless Children and Youth 2. 5141.5 R Administrative Regulations Regarding Suicide Prevention Intervention 3. 5158 Administrative Regulations to Improve the Completion Rates of the Free Application for Federal Financial Aid (FAFSA) <p>No discussion.</p>	<p>ITEMS OF INFORMATION</p> <p>A. Items of Information</p> <ol style="list-style-type: none"> 1. 5118.1 R Administrative Regulations Regarding Homeless Children and Youth 2. 2. 5141.5 R Administrative Regulations Regarding Suicide Prevention Intervention 3. 5158 Administrative Regulations to Improve the Completion Rates of the Free Application for
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**New Milford Board of Education
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 Sarah Noble Intermediate School Library Media Center**

	<p>B. Employment Report November 2024 Dr. Parlato stated they have just hired a 1st grade teacher. There is an open position for a social worker at Schaghticoke Middle School and a Chorus teacher at NMHS.</p> <p>C. Enrollment Report - November 1, 2024 Dr. Parlato stated there is stability from October to November. Kindergarten is lower because of the new legislation.</p> <p>D. Update on Transportation Requests Mr. Giovannone stated the memo documents requests for changes in stops and now includes the 3rd tier buses. This outlines the issues and the monthly discussions with the bus company. Mrs. Faulenbach stated she plans to send out a survey regarding transportation to open a discussion on cost. Mr. Hansell stated they have done a great job given how it was last year. Mrs. Faulenbach stated that it was the hard work of Mr. Giovannone and Dr. Parlato. A thank you also goes out to the staff and parents.</p> <p>E. NES roof study Mr. O'Brien stated the project is moving along. The study will determine the cost of the roof. That should be in before the end of the month so it can go into the town bonding cycle.</p> <p>F. SNIS HVAC RFP Mr. O'Brien stated an A&E firm will need to be hired to study the humidity issues in SNIS. This is not funded yet and expects to open the bids next month.</p> <p>G. Capital Improvement Work</p>	<p>Federal Financial Aid (FAFSA)</p> <p>B. Employment Report November 2024</p> <p>C. Enrollment Report - November 1 2024</p> <p>D. Update on Transportation Requests</p> <p>E. NES roof study</p> <p>F. SNIS HVAC RFP</p> <p>G. Capital Improvement Work</p>
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**New Milford Board of Education
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Sarah Noble Intermediate School Library Media Center**

	<p>Mr. O'Brien stated these are approved from the capital budget, which includes masonry, a Ventrac machine, a new F350, camera enhancements, and more. The Ventrac machine was gifted to the district from the town. Mrs. Faulenbach thanked the town for that donation.</p> <p>H. Field Trip Report No discussion.</p> <p>I. Gifts and Donations No discussion.</p> <p>J. 2023-2024 Annual Report Mrs. Faulenbach thanked the Board for all their work. It is an impressive list of accomplishments and this should go on the website. Mrs. McInerney noted the wonderful cover artwork. Dr. Parlato stated this is part of the 'tell the story of the school district' and all official branding items that will go into all the documents.</p>	<p>H. Field Trip Report</p> <p>I. Gifts and Donations</p> <p>J. 2023-2024 Annual Report</p>
<p>13.</p>	<p>ADJOURN <i>Mr. O'Brien moved to adjourn the meeting at 8:56 p.m. Seconded by Mr. Scofield. Vote passed unanimously.</i></p>	<p>ADJOURN Motion made to adjourn the meeting at 8:56 p.m. Motion passed unanimously.</p>

Respectfully Submitted,



Mrs. Tammy McInerney
Secretary
New Milford Board of Education



RANGE	MAJOR OBJECT CODE DESCRIPTION	ORIGINAL BUDGET	TRANSFERS	REVISED BUDGET	YTD ACTUAL	ENCUMBRANCES	BALANCE	% USED
100'S	SALARIES - CERTIFIED	32,733,177	-37,320	32,695,857	9,844,534	22,396,683	454,640	98.61%
100'S	SALARIES - NON CERTIFIED	10,632,621	0	10,632,621	3,809,260	5,043,132	1,780,230	83.26%
200'S	BENEFITS	12,619,527	-36,275	12,583,252	7,242,223	4,290,022	1,051,007	91.65%
300'S	PROFESSIONAL SERVICES	4,272,573	73,595	4,346,168	1,665,774	1,798,940	881,455	79.72%
400'S	PROPERTY SERVICES	956,488	0	956,488	461,865	189,942	304,681	68.15%
500'S	OTHER SERVICES	11,941,059	0	11,941,059	3,733,006	7,129,896	1,078,157	90.97%
600'S	SUPPLIES	2,913,450	0	2,913,450	878,002	1,393,430	642,018	77.96%
700'S	CAPITAL	73,948	0	73,948	10,164	4,069	59,715	19.25%
800'S	DUES AND FEES	108,225	0	108,225	71,827	11,289	25,110	76.80%
900'S	REVENUE	-2,788,559	0	-2,788,559	-118,784	0	-2,669,775	4.26%
GRAND TOTAL		73,462,509	0	73,462,509	27,597,870	42,257,401	3,607,237	95.09%

SALARIES - NON CERTIFIED BREAKOUT

OBJECT	ACCOUNT DESCRIPTION	ORIGINAL BUDGET	TRANSFERS	REVISED BUDGET	YTD ACTUAL	ENCUMBRANCES	BALANCE	% USED
51180	SALARIES - NON CERT - STIPENDS	567,125	0	567,125	199,003	0	368,123	35.09%
51201	SALARIES - NON CERT - PARA EDUCATORS	2,319,679	0	2,319,679	643,095	1,449,144	227,440	90.20%
51202	SALARIES - NON CERT - SUBSTITUTES	1,023,360	0	1,023,360	477,362	0	545,998	46.65%
51210	SALARIES - NON CERT - SECRETARY	2,395,436	0	2,395,436	878,487	1,314,647	202,301	91.55%
51225	SALARIES - NON CERT - TUTORS	134,201	0	134,201	36,068	0	98,133	26.88%
51240	SALARIES - NON CERT - CUSTODIAL	2,055,127	0	2,055,127	862,202	1,167,286	25,639	98.75%
51250	SALARIES - NON CERT - MAINTENANCE	1,028,252	0	1,028,252	383,283	581,165	63,803	93.79%
51285	SALARIES - NON CERT - TECHNOLOGY	540,116	0	540,116	188,278	294,979	56,858	89.47%
51336	SALARIES - NON CERT - NURSES	569,325	0	569,325	141,481	235,910	191,934	66.29%
TOTAL		10,632,621	0	10,632,621	3,809,260	5,043,132	1,780,230	83.26%

BENEFIT BREAKOUT

OBJECT	ACCOUNT DESCRIPTION	ORIGINAL BUDGET	TRANSFERS	REVISED BUDGET	YTD ACTUAL	ENCUMBRANCES	BALANCE	% USED
52200	BENEFITS - FICA	638,191	0	638,191	241,912	0	396,279	37.91%
52201	BENEFITS - MEDICARE	574,096	0	574,096	192,765	0	381,331	33.58%
52300	BENEFITS - PENSION	1,122,406	0	1,122,406	1,122,406	0	0	100.00%
52600	BENEFITS - UNEMPLOYMENT COMP	25,000	0	25,000	25,000	0	0	100.00%
52810	BENEFITS - HEALTH INSURANCE	9,598,448	-36,275	9,562,173	5,364,741	3,951,865	245,567	97.43%
52820	BENEFITS - DISABILITY INSURANCE	105,000	0	105,000	41,188	63,812	0	100.00%
52830	BENEFITS - LIFE INSURANCE	144,000	0	144,000	55,722	76,278	12,000	91.67%
52900	BENEFITS - OTHER EMPLOYEE BENEFITS	412,386	0	412,386	198,489	198,067	15,830	96.16%
TOTAL		12,619,527	-36,275	12,583,252	7,242,223	4,290,022	1,051,007	91.65%



EXPENDITURES

OBJECT	ACCOUNT DESCRIPTION	ORIGINAL BUDGET	TRANSFERS	REVISED BUDGET	YTD ACTUAL	ENCUMBRANCES	BALANCE	% USED
51110	CERTIFIED SALARIES	32,733,177	-37,320	32,695,857	9,844,534	22,396,683	454,640	98.61%
51200	NON-CERTIFIED SALARIES	10,632,621	0	10,632,621	3,809,260	5,043,132	1,780,230	83.26%
52000	BENEFITS	12,619,527	-36,275	12,583,252	7,242,223	4,290,022	1,051,007	91.65%
53010	LEGAL SERVICES	279,880	0	279,880	0	279,880	0	100.00%
53050	CURRICULUM DEVELOPMENT	80,000	0	80,000	1,920	0	78,080	2.40%
53200	PROFESSIONAL SERVICES	2,403,010	73,595	2,476,605	950,437	900,662	625,506	74.74%
53201	MEDICAL SERVICES - SPORTS	2,700	0	2,700	855	1,845	0	100.00%
53210	TIME & ATTENDANCE SOFTWARE	7,500	0	7,500	1,324	0	6,176	17.65%
53220	IN SERVICE	146,150	0	146,150	47,929	82	98,139	32.85%
53230	PUPIL SERVICES	645,336	0	645,336	270,624	408,072	-33,360	105.17%
53300	OTHER PROF/ TECH SERVICES	35,410	0	35,410	23,715	20,679	-8,984	125.37%
53310	AUDIT/ACCOUNTING	45,450	0	45,450	45,450	0	0	100.00%
53500	TECHNICAL SERVICES	241,892	0	241,892	164,370	20,444	57,078	76.40%
53530	SECURITY SERVICES	267,042	0	267,042	99,766	167,276	0	100.00%
53540	SPORTS OFFICIALS SERVICES	118,203	0	118,203	59,383	0	58,820	50.24%
54101	CONTRACTUAL TRASH PICK UP	83,766	0	83,766	40,993	28,812	13,961	83.33%
54301	REPAIRS & MAINTENANCE	491,487	0	491,487	279,586	62,057	149,844	69.51%
54303	GROUNDS MAINTENANCE	12,200	0	12,200	3,591	685	7,924	35.05%
54310	GENERAL REPAIRS	44,170	0	44,170	18,918	4,017	21,235	51.92%
54320	TECHNOLOGY RELATED REPAIRS	43,947	0	43,947	7,744	672	35,530	19.15%
54411	WATER	68,195	0	68,195	19,875	45,996	2,325	96.59%
54412	SEWER	14,300	0	14,300	7,204	7,096	0	100.00%
54420	LEASE/RENTAL EQUIP/VEH	198,423	0	198,423	83,954	40,607	73,862	62.78%
55100	PUPIL TRANSPORTATION - OTHER	185,200	0	185,200	88,770	37,941	58,489	68.42%
55101	PUPIL TRANS - FIELD TRIP	56,900	0	56,900	10,332	5,400	41,168	27.65%
55110	STUDENT TRANSPORTATION	6,390,980	0	6,390,980	1,559,566	4,588,248	243,166	96.20%
55200	GENERAL INSURANCE	345,363	0	345,363	345,363	0	0	100.00%
55300	COMMUNICATIONS	28,396	0	28,396	10,197	9,920	8,279	70.84%
55301	POSTAGE	28,200	0	28,200	6,661	17,338	4,201	85.10%
55302	TELEPHONE	45,896	0	45,896	41,834	4,062	0	100.00%



EXPENDITURES

OBJECT	ACCOUNT DESCRIPTION	ORIGINAL BUDGET	TRANSFERS	REVISED BUDGET	YTD ACTUAL	ENCUMBRANCES	BALANCE	% USED
55400	ADVERTISING	10,000	0	10,000	4,231	1,167	4,602	53.98%
55505	PRINTING	28,160	0	28,160	1,638	5,710	20,812	26.09%
55600	TUITION - TRAINING	30,000	0	30,000	0	0	30,000	0.00%
55610	TUITION - PUBLIC PLACEMENTS	1,594,949	0	1,594,949	485,816	536,918	572,215	64.12%
55630	TUITION - PRIVATE PLACEMENTS	3,153,050	0	3,153,050	1,168,681	1,923,127	61,242	98.06%
55800	TRAVEL	43,965	0	43,965	9,917	65	33,983	22.70%
56100	GENERAL INSTRUCTIONAL SUPPLIES	181,637	0	181,637	86,918	14,578	80,141	55.88%
56110	INSTRUCTIONAL SUPPLIES	491,493	0	491,493	229,371	29,254	232,868	52.62%
56120	ADMIN SUPPLIES	33,678	0	33,678	11,745	1,916	20,017	40.56%
56210	NATURAL GAS	250,424	0	250,424	40,158	210,266	0	100.00%
56220	ELECTRICITY	1,064,997	0	1,064,997	278,494	781,206	5,297	99.50%
56230	PROPANE	4,251	0	4,251	0	0	4,251	0.00%
56240	OIL	234,796	0	234,796	904	233,892	0	100.00%
56260	GASOLINE	37,286	0	37,286	4,066	25,634	7,586	79.65%
56290	FACILITIES SUPPLIES	323,542	0	323,542	96,212	85,241	142,089	56.08%
56291	MAINTENANCE COMPONENTS	16,475	0	16,475	1,870	400	14,205	13.78%
56292	UNIFORMS/ CONTRACTUAL	13,622	0	13,622	0	0	13,622	0.00%
56293	GROUNDKEEPING SUPPLIES	25,445	0	25,445	19,067	1,186	5,192	79.59%
56410	TEXTBOOKS	41,064	0	41,064	18,656	2,569	19,840	51.69%
56411	CONSUMABLE TEXTS	75,313	0	75,313	53,329	0	21,984	70.81%
56420	LIBRARY BOOKS	64,591	0	64,591	14,808	6,860	42,924	33.55%
56430	PERIODICALS	15,717	0	15,717	12,210	400	3,107	80.23%
56460	WORKBOOKS	3,000	0	3,000	0	0	3,000	0.00%
56500	SUPPLIES - TECH RELATED	36,119	0	36,119	10,195	27	25,897	28.30%
57340	COMPUTERS	48,624	0	48,624	599	999	47,026	3.29%
57345	INSTRUCTIONAL EQUIPMENT	15,824	0	15,824	7,217	3,000	5,607	64.56%
57400	GENERAL EQUIPMENT	5,000	0	5,000	2,348	70	2,582	48.36%
57500	FURNITURE & FIXTURES	4,500	0	4,500	0	0	4,500	0.00%
58100	DUES & FEES	108,225	0	108,225	71,827	11,289	25,110	76.80%
EXPENDITURE TOTAL		76,251,068	0	76,251,068	27,716,654	42,257,401	6,277,013	91.77%



REVENUES

OBJECT	ACCOUNT DESCRIPTION	ORIGINAL BUDGET	TRANSFERS	REVISED BUDGET	YTD ACTUAL	ENCUMBRANCES	BALANCE	% USED
43103	EXCESS COSTS	-2,321,720	0	-2,321,720	0	0	-2,321,720	0.00%
43105	MEDICAID REIMBURSEMENT	-79,000	0	-79,000	-54,439	0	-24,561	68.91%
44705	BUILDING USE FEES (BASE RENTAL)	-42,490	0	-42,490	-2,389	0	-40,101	5.62%
49102	BUILDING USE FEES (CUSTODIAL)	-35,689	0	-35,689	-2,794	0	-32,895	7.83%
44800	REGULAR ED TUITION	-143,800	0	-143,800	-25,222	0	-118,578	17.54%
44822	SPECIAL ED TUITION	-34,660	0	-34,660	-33,940	0	-720	97.92%
49103	DCF TUITION	-85,000	0	-85,000	0	0	-85,000	0.00%
44860	ADMISSIONS/ATHLETIC GATE RECEIPTS	-18,400	0	-18,400	0	0	-18,400	0.00%
44861	PARKING PERMIT FEES	-27,800	0	-27,800	0	0	-27,800	0.00%
REVENUE TOTAL		-2,788,559	0	-2,788,559	-118,784	0	-2,669,775	4.26%

GRAND TOTAL	73,462,509	0	73,462,509	27,597,870	42,257,401	3,607,237	95.09%
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BOE Capital Reserve Acct #43020000-10101	
MUNIS Balance as of 7/1/22	3,039,825
Contribution Towards NMHS Roof Replacement	-450,000
Approved by BoF - 5 year Capital Withdraw 22/23	-980,030
Close and return of Security Grant Set-Asside	201,875
Wastewater Management Plan - SMS	-17,562
NMHS Woodshop	-233,980
Central Office to SNIS Move	-150,000
Fiscal Year End 21/22 Deposit	2,816,025
New Security Grant Set-Asside	-139,800
1/2 of NMHS Fire Insurance Claim Shortfall	-28,538
Approved by BoF - 5 year Capital Withdraw 23/24	-984,078
Observatory Contribution	-12,500
Additional HVAC FUNDS	-150,000
Fiscal Year End 22/23 Deposit	1,568,696
Energy Systems Group 2023 & 2024 Payments	-895,443
Approved by BoF - 5 year Capital Withdraw 24/25	-1,424,000
*TOTAL AS OF 11/30/24	2,160,489

*DOES NOT INCLUDE FISCAL YEAR END 23/24 DEPOSIT

Turf Field Replacement Acct Contributions #43020000-10130	
FROM BOE 17/18 FYE BALANCE	50,000
FROM BOE 18/19 FYE BALANCE	50,000
FROM BOE TEAM FEE'S & BANNER SALES - 16/17, 17/18, 18/19	10,225
FROM TOWN DATED 6/4/20	50,000
FROM TOWN DATED 6/16/21	50,000
FROM BOE TEAM FEE'S & BANNER SALES - 19/20	3,765
FROM BOE TEAM FEE'S & BANNER SALES - 20/21	1,890
FROM BOE 20/21 FYE BALANCE	100,000
FROM TOWN DATED 6/9/22	50,000
CONTRIBUTION - FROM BOE 21/22 FYE BALANCE	50,000
FROM BOE TEAM FEE'S & BANNER SALES - 21/22 & 22/23	12,960
CONTRIBUTION - FROM BOE 22/23 FYE BALANCE	100,000
CONTRIBUTION - FROM TOWN 22/23 FYE BALANCE	100,000
FROM TOWN DATED 4/18/24	50,000
TOTAL AS OF 11/30/24	678,840



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

Funding	Location	Vendor Name	Description	Amount	Object
5 YEAR CAPITAL	FACILITIES	GENGRAS FORD	2025 FORD F-350 TRUCK	\$ 86,315.20	57420
GENERAL	SPED	LAW OFFICE OF PIPER A. PAUL, LLC	TUITION REIMBURSEMENT PER MEDIATION AGREEMENT	\$ 55,000.00	55630
5 YEAR CAPITAL	IT	CDW	NEWLINE PRO SERIES 65" LCD DISPLAY WITH INSTALL (21 UNITS)	\$ 49,980.00	57340
5 YEAR CAPITAL	FACILITIES	TRI-LIFT INC.	2024 SCISSOR LIFT	\$ 32,942.40	57420
GENERAL	IT	TREASURER, STATE OF CT/DEPT OF ADMIN	24/25 YEARLY - CEN INTERNET ACCESS	\$ 23,230.44	53500
5 YEAR CAPITAL	FACILITIES	CONSULTING ENGINEERING SERVICES	NMPS HVAC EVAL 5YR REPORTING - ASSESSMENTS & MEASUREMENTS	\$ 20,568.40	53204
5 YEAR CAPITAL	IT	CDW	DELL (6 UNITS) & MSI (5 UNITS) - DESKTOPS	\$ 14,535.00	57340
5 YEAR CAPITAL	FACILITIES	NEW ENGLAND SELF SERVE INC.	2025 TILT TRAILER	\$ 8,795.00	57420
GENERAL	FACILITIES	J&J AUTO REPAIR	TRANSMISSION REPLACEMENT ON 2015 FORD SUPER DUTY	\$ 8,478.53	56293
GRANT	DOI	VISTA HIGHER LEARNING	GET READING 6-12 LEVEL A/B/C READER KITS (12 UNITS)	\$ 6,179.38	55500
GENERAL	FACILITIES	MTE EQUIPMENT SOLUTIONS INC.	SNOWBLOWER ATTACHMENT FOR VENTRAC	\$ 5,855.80	56290

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



BUDGET TRANSFER REQUESTS

AGENDA ITEM 3A-3
DECEMBER 2024 MEETING

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

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

Note: This policy was revised to update the appeal procedures to ensure consistency across all policies related to discrimination and harassment. This is done in part because the 2024 Title IX Final Rule requires that a board of education provide an appeal process in its Title IX policy that is, at a minimum, the same as it offers in comparable proceedings. Therefore, this policy was updated to ensure the appeal procedures are comparable across all policies. Further, the policy clarifies that the type of conduct prohibited by this policy includes epithets related to sex, sexual orientation, and/or gender identity or expression.

If a staff member referenced in this policy is no longer employed in the District, or if the responsibilities of a staff member mentioned in this policy change and a new staff member is assigned the responsibility, the policy will be updated with the new staff member assigned the responsibility. This is not considered a revision to the policy as the substance of the policy is unchanged.

**Series 5000
Students**

5000

POLICY AND ADMINISTRATIVE REGULATIONS REGARDING NON-DISCRIMINATION (STUDENTS)

Protected Class Discrimination Prohibited:

The New Milford Board of Education (the “Board”) complies with all laws prohibiting the exclusion of any person from any of its educational programs or activities, or the denial to any person of the benefits of any of its educational programs or activities, including all academic, extra-curricular, and school-sponsored activities, on the basis of any protected characteristic (or protected class) including race, color, religion, age, sex, sexual orientation, marital status, national origin, alienage, ancestry, disability, pregnancy, gender identity or expression, veteran status, status as a victim of domestic violence or any other basis prohibited by state or federal law (“Protected Class”), subject to the conditions and limitations established by law. When the Board has created a limited public forum, the Board shall provide equal access to the Boy Scouts and other groups as required by law.

It is the policy of the Board that any form of discrimination or harassment on the basis of an individual’s actual or perceived membership in a Protected Class, whether by students, Board employees, Board members or third parties subject to the control of the Board, is prohibited in the New Milford Public Schools (the “District”). The Board’s prohibition of discrimination or harassment in its educational programs or activities expressly extends to academic, nonacademic and extracurricular activities, including athletics.

Retaliation Prohibited:

The Board prohibits reprisal or retaliation against any individual who reports incidents in good faith that may be a violation of this policy, or who participates in the investigation of such reports.

Discrimination on the Basis of Protected Class Association Prohibited:

Discrimination and/or harassment against any individual on the basis of that individual's association with someone in a Protected Class may also be considered a form of Protected Class discrimination and/or harassment, and is therefore prohibited by this policy.

Scope and Applicability:

Students, Board employees, Board members and community members (e.g., other individuals affiliated with the District, accessing or seeking access to District facilities) are expected to adhere to a standard of conduct that is respectful of the rights of all members of the school community.

Definitions:

The following definitions apply for purposes of this policy:

A. Discrimination:

With respect to students, unlawful discrimination occurs when a student is denied participation in, or the benefits of, a program or activity of the Board because of such student's actual or perceived membership in a Protected Class.

B. Harassment:

Harassment is a form of Protected Class discrimination that is prohibited by law and by this policy. Harassment constitutes unlawful discrimination when it creates a hostile environment, which occurs when the harassment is sufficiently severe, pervasive, or persistent so as to interfere with or limit a student's ability to participate in or benefit from the services, activities, or opportunities offered by the District.

The following non-exhaustive list provides examples of the types of prohibited conduct that may be considered Protected Class harassment that can lead to a hostile environment, and are therefore prohibited by this policy:

- objectively offensive racial, ethnic, or religious epithets (or epithets commonly associated with any Protected Class membership, including but not limited to epithets relating to sex, sexual orientation, and/or gender identity or expression);
- other words or phrases commonly considered demeaning or degrading on the basis of Protected Class membership;
- display of images or symbols commonly associated with discrimination against individuals on the basis of their membership in a Protected Class;
- graphic, written or electronic communications that are harmful, or humiliating based on Protected Class membership;
- bigoted conduct or communications; or

- physical, written, electronic or verbal threats based on Protected Class membership.

Harassment does not have to involve intent to harm, be directed toward a specific person, or involve repeated incidents.

Sexual harassment is a form of harassment that is prohibited by law and Board Policy 5145.7, Policy Regarding Prohibition of Sex Discrimination, Including Sex-Based Harassment. For more information regarding harassment based on sex, sexual orientation, pregnancy, or gender identity or expression, contact the District's Title IX Coordinator at:

Holly Hollander, Assistant Superintendent
New Milford Public Schools
25 Sunny Valley Road, Suite A
New Milford, CT 06776
Telephone: 860-354-3235
e-mail: hollanderh@newmilfordps.org

C. Veteran:

A veteran is any person honorably discharged from, released under honorable conditions from or released with an other than honorable discharge based on a qualifying condition from active service in the United States Army, Navy, Marine Corps, Coast Guard, Air Force and Space Force and any reserve component thereof, including the Connecticut National Guard. "Qualifying condition" means (i) a diagnosis of post-traumatic stress disorder or traumatic brain injury made by an individual licensed to provide health care services at a United States Department of Veterans Affairs facility, (ii) an experience of military sexual trauma disclosed to an individual licensed to provide health care services at a United States Department of Veterans Affairs facility, or (iii) a determination that sexual orientation, gender identity or gender expression was more likely than not the primary reason for an other than honorable discharge, as determined in accordance with Conn. Gen. Stat. §§ 27-103(c), (d).

D. Gender identity or expression:

Gender identity or expression refers to a person's gender-related identity, appearance or behavior, whether or not that gender-related identity, appearance or behavior is different from that traditionally associated with the person's physiology or assigned sex at birth, which gender-related identity can be shown by providing evidence including, but not limited to, medical history, care or treatment of the gender-related identity, consistent and uniform assertion of the gender-related identity or any other evidence that the gender-related identity is sincerely held, part of a person's core identity or not being asserted for an improper purpose.

E. Sexual orientation:

Sexual orientation refers to a person's identity in relation to the gender or genders to which they are romantically, emotionally or sexually attracted, inclusive of any

identity that a person (i) may have previously expressed, or (ii) is perceived by another person to hold.

F. Race:

The term race is inclusive of ethnic traits historically associated with race, including but not limited to, hair texture and protective hairstyles. “Protective hairstyles” includes, but is not limited to, wigs, headwraps and hairstyles such as individual braids, cornrows, locs, twists, Bantu knots, afros and afro puffs.

G. Domestic violence:

The term domestic violence means (1) a continuous threat of present physical pain or physical injury against a family or household member, as defined in Conn. Gen. Stat. § 46b-38a; (2) stalking, including but not limited to, stalking as described in Conn. Gen. Stat. § 53a-181d, of such family or household member; (3) a pattern of threatening, including but not limited to, a pattern of threatening as described in Conn. Gen. Stat. § 53a-62, of such family or household member or a third party that intimidates such family or household member; or (4) coercive control of such family or household member, which is a pattern of behavior that in purpose or effect unreasonably interferes with a person’s free will and personal liberty. “Coercive control” includes, but is not limited to, unreasonably engaging in any of the following: (a) isolating the family or household member from friends, relatives or other sources of support; (b) depriving the family or household member of basic necessities; (c) controlling, regulating or monitoring the family or household member’s movements, communications, daily behavior, finances, economic resources or access to services; (d) compelling the family or household member by force, threat or intimidation, including, but not limited to, threats based on actual or suspected immigration status, to (i) engage in conduct from which such family or household member has a right to abstain, or (ii) abstain from conduct that such family or household member has a right to pursue; (e) committing or threatening to commit cruelty to animals that intimidates the family or household member; or (f) forced sex acts, or threats of a sexual nature, including, but not limited to, threatened acts of sexual conduct, threats based on a person’s sexuality or threats to release sexual images.

Biased Conduct:

The Board recognizes that certain student conduct or communications may be considered indicative of bias towards individuals who are members of a Protected Class, even when such conduct or communications do not rise to the level of discrimination and/or harassment. The Board directs the District administration to address any such biased conduct or communications in a manner consistent with the Board’s legal obligations under state and federal law and Board policy, including free speech considerations, in order to promote a school environment that is welcoming and safe for all individuals.

Reporting to District Officials:

It is the policy of the Board to provide for the prompt and equitable resolution of complaints alleging Protected Class discrimination or harassment. The District will

investigate both formal and informal complaints of discrimination, harassment, or retaliation.

Any student, staff member and/or parent/guardian who believes a student has experienced Protected Class discrimination or harassment or an act of retaliation or reprisal in violation of this policy should report such concern in writing to Holly Hollander, Assistant Superintendent in accordance with the Board's complaint procedures included in the Board's Administrative Regulations Regarding Non-Discrimination/Students, which accompany this policy and are available online at [New Milford Board of Education Policies](#) or upon request from the main office of any District school. Students are encouraged to immediately report concerns about Protected Class discrimination, harassment, or retaliation.

Students may make verbal or written reports about Protected Class discrimination, harassment, or retaliation to any Board employee.

If a complaint involves allegations of discrimination or harassment of a student based on sex, sexual orientation, pregnancy, or gender identity or expression, such complaints will be handled in accordance with the procedures set forth in Board Policy 5145.7, Policy Regarding Sex Discrimination, Including Sex-Based Harassment. Complaints involving allegations of discrimination or harassment of a student based on disability will be addressed in accordance with the procedures set forth in Board Policy 5145.45, Section 504/ADA (Students). In the event reported conducted allegedly violates more than one policy, the Board will coordinate any investigation in compliance with the applicable policies.

Mandatory Staff Reporting for Student Incidents:

Board employees are required to report incidents of alleged student-to-student and employee-to-student discrimination, harassment or retaliation that may be based on a Protected Class when Board employees witness such incidents or when Board employees receive reports or information about such incidents, whether such incidents are verbal or physical or amount to discrimination, harassment or retaliation in other forms. **Reports should be made to any District administrator or to:**

**Holly Hollander, Assistant Superintendent
New Milford Public Schools
25 Sunny Valley Road, Suite A
New Milford, CT 06776
Telephone: 860-354-3235
e-mail: hollanderh@newmilfordps.org**

Remedial Action:

If the District makes a finding of discrimination, harassment or retaliation of a student, the District will take remedial action designed to:

- A. eliminate the discriminatory/harassing/retaliatory conduct,
- B. prevent its recurrence, and
- C. address its effects on the complainant and any other affected individuals.

Examples of appropriate action may include, but are not limited to:

- A. In the case of a student respondent, interventions for the individual who engaged in the discrimination/harassment may include, but are not limited to, discipline (including but not limited to suspension and/or expulsion), educational interventions, exclusion from extra-curricular activities and/or sports programs, and/or referral to appropriate state or local agencies;
- B. In the case of an employee respondent, interventions for the individual who engaged in the discrimination/harassment may include, but are not limited to, supervisor notification, discipline (including possible termination of employment), training, and/or referral to appropriate state or local agencies;
- C. In the case of respondent who is otherwise associated with the school community, interventions for the individual who engaged in the discrimination/harassment may include, but are not limited to, exclusion from school property and/or activities and/or referral to appropriate state or local agencies;
- D. Follow-up inquiries with the complainant and witnesses to ensure that the discriminatory/harassing conduct has stopped and that they have not experienced any retaliation;
- E. Supports for the complainant; and
- F. Training or other interventions for the larger school community designed to ensure that students, staff, parents, Board members and other individuals within the school community understand the types of behavior that constitute discrimination/harassment, that the District does not tolerate it, and how to report it.

District staff members and administrators will work with students and parents/guardians to take steps designed to prevent acts of discrimination, harassment and retaliation.

Reporting to State and Federal Agencies:

In addition to reporting to the Board, any student and/or parent/guardian also may file a complaint with the following agencies:

Office for Civil Rights, U.S. Department of Education (“OCR”):

Office for Civil Rights, Boston Office
 U.S. Department of Education
 8th Floor
 5 Post Office Square
 Boston, MA 02109- 3921
 (617-289-0111)
<http://www2.ed.gov/about/offices/list/ocr/docs/howto.html>

Connecticut Commission on Human Rights and Opportunities:

Connecticut Commission on Human Rights and Opportunities
450 Columbus Blvd.
Hartford, CT 06103-1835
(860-541-3400 or Connecticut Toll Free Number 1-800-477-5737)

Questions/Requests for Accommodation:

Any parent, student, staff member, Board member or community member who:

1. has questions or concerns about this policy or its accompanying regulations;
 2. wishes to request or discuss accommodations for a student based on religion;
- may contact:

Holly Hollander, Assistant Superintendent
New Milford Public Schools
25 Sunny Valley Road, Suite A
New Milford, CT 06776
Telephone: 860-354-3235
e-mail: hollanderh@newmilfordps.org

Any parent, student, staff member, Board member or community member who has questions or concerns about the Board's policies regarding discrimination or harassment of students on the basis of gender/sex, gender identity, pregnancy or sexual orientation may contact the District's Title IX Coordinator:

Holly Hollander, Assistant Superintendent
New Milford Public Schools
25 Sunny Valley Road, Suite A
New Milford, CT 06776
Telephone: 860-354-3235
e-mail: hollanderh@newmilfordps.org

Any parent, student, staff member, Board member or community member who:

1. has specific questions or concerns about the Board's policies regarding discrimination on the basis of disability applicable to students; OR
 2. wishes to request an accommodation for a student on the basis of disability
- may contact the District's Section 504/ADA Coordinator:

Holly Hollander, Assistant Superintendent
New Milford Public Schools
25 Sunny Valley Road, Suite A
New Milford, CT 06776
Telephone: 860-354-3235

e-mail: hollanderh@newmilfordps.org

Legal References:

Title IX of the Education Amendments of 1972, 20 U.S.C. § 1681, et seq.
Title VI of the Civil Rights Act of 1964, 42 U.S.C. § 2000d, et seq.
Boy Scouts of America Equal Access Act, 20 U.S.C. § 7905
Americans with Disabilities Act, 42 U.S.C. § 12101, et seq.
Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. § 794, et seq.
Connecticut General Statutes § 1-1n, “Gender Identity or Expression”
defined
Connecticut General Statutes § 10-15c
Connecticut General Statutes § 27-103
Connecticut General Statutes § 46a-51, Definitions
Connecticut General Statutes § 46a-58, Deprivation of rights
Connecticut General Statutes § 46b-1, Family relations matters and
domestic violence defined
Public Act No. 23-145, “An Act Revising the State’s Antidiscrimination
Statutes”

Approved: December 19, 2023
Revised:

NEW MILFORD PUBLIC SCHOOLS
New Milford, Connecticut

**ADMINISTRATIVE REGULATIONS REGARDING DISCRIMINATION
COMPLAINTS (STUDENTS)**

Protected Class Discrimination Prohibited:

The New Milford Board of Education (the “Board”) complies with all laws prohibiting the exclusion of any person from any of its educational programs or activities, or the denial to any person of the benefits of any of its educational programs or activities, on the basis of any protected characteristic (or protected class) including race, color, religion, age, sex, sexual orientation, marital status, national origin, alienage, ancestry, disability, pregnancy, gender identity or expression, veteran status, status as a victim of domestic violence or any other basis prohibited by state or federal law (“Protected Class”), subject to the conditions and limitations established by law. When the Board has created a limited public forum, the Board shall provide equal access to the Boy Scouts and other groups as required by law.

It is the policy of the Board that any form of discrimination or harassment on the basis of an individual’s actual or perceived membership in a Protected Class, whether by students, Board employees, Board members or third parties subject to the control of the Board, is prohibited in the New Milford Public Schools (the “District”). The Board’s prohibition of discrimination or harassment in its educational programs or activities expressly extends to academic, nonacademic and extracurricular activities, including athletics.

Retaliation Prohibited:

The Board prohibits reprisal or retaliation against any individual who reports incidents in good faith that may be a violation of this policy, or who participates in the investigation of such reports.

The District will not tolerate any reprisals or retaliation that occur as a result of the good faith reporting of charges of Protected Class discrimination or harassment. Any such reprisals or retaliation may result in disciplinary action against the retaliator, and other corrective actions as appropriate.

Discrimination on the Basis of Protected Class Association Prohibited:

Discrimination and/or harassment against any individual on the basis of that individual’s association with someone in a Protected Class may also be considered a form of Protected Class discrimination and/or harassment.

Scope and Applicability:

Students, Board employees, Board members and community members (e.g., other individuals affiliated with the District, accessing or seeking access to District facilities)

are expected to adhere to a standard of conduct that is respectful of the rights of all members of the school community.

The following non-exhaustive list provides examples of the type of prohibited conduct that may be considered Protected Class harassment that can lead to a hostile environment, and are therefore prohibited:

- objectively offensive racial, ethnic, or religious epithets (or epithets commonly associated with any Protected Class membership, including but not limited to epithets relating to sex, sexual orientation, and/or gender identity or expression);
- other words or phrases commonly considered demeaning or degrading on the basis of Protected Class membership;
- display of images or symbols commonly associated with discrimination against individuals on the basis of their membership in a Protected Class;
- graphic, written or electronic communications that are harmful, or humiliating based on Protected Class membership;
- bigoted conduct or communications; or
- physical, written, electronic or verbal threats based on Protected Class membership.

Harassment does not have to involve intent to harm, be directed toward a specific person, or involve repeated incidents.

Reporting to District Officials:

It is the policy of the Board to provide for the prompt and equitable resolution of complaints alleging Protected Class discrimination or harassment. The District will investigate both formal and informal complaints of discrimination, harassment, or retaliation.

Any student, staff member and/or parent/guardian who believes a student has experienced Protected Class discrimination or harassment or an act of retaliation or reprisal in violation of Board policy should report such concern in writing to

Gwen Gallagher, Principal
Northville Elementary School
22 Hipp Road
New Milford, CT 06776
Telephone: 860-355-3713
e-mail: gallagherg@newmilfordps.org

Cathy Calabrese, Principal
Hill and Plain Elementary School
60 Old Town Park Road
New Milford, CT 06776
Telephone: 860-354-5430
e-mail: calabresec@newmilfordps.org

Jennifer Chmielewski, Assistant Principal
Sarah Noble Intermediate School
25 Sunny Valley Road
New Milford, CT 06776
Telephone: 860-210-4020
e-mail: chmielewskij@newmilfordps.org

Michael Boucher, Assistant Principal
Schaghticoke Middle School
23 Hipp Road
New Milford, CT 06776
Telephone: 860-354-2204
e-mail: boucherm@newmilfordps.org

Keith Lipinsky, Athletic Director
New Milford High School
388 Danbury Road
New Milford, CT 06776
Telephone: 860-350-6647, ext. 1411
e-mail: lipinskyk@newmilfordps.org

Holly Hollander, Assistant Superintendent
New Milford Public Schools
25 Sunny Valley Road, Suite A
New Milford, CT 06776
Telephone: 860-354-3235
e-mail: hollanderh@newmilfordps.org

in accordance with the Board's complaint procedures included in these Administrative Regulations Regarding Non-Discrimination/Students.

If a complaint involves allegations of discrimination or harassment of a student based on sex, sexual orientation, pregnancy, or gender identity or expression, such complaints will be handled in accordance with the procedures set forth in Board Policy #5145.7, Policy Regarding Prohibition of Sex Discrimination, Including Sex-Based Harassment. Complaints involving allegations of discrimination or harassment of student based on disability will be addressed in accordance with the procedures set forth in Board Policy #5145.45, Section 504/ADA (Students). In the event reported conducted allegedly violates more than one policy, the Board will coordinate any investigation in compliance with the applicable policies.

Students are encouraged to immediately report any concerns about Protected Class discrimination, harassment, or retaliation.

Mandatory Staff Reporting for Student Incidents:

Board employees are required to report incidents of alleged student-to-student and employee-to-student discrimination, harassment or retaliation that may be based on a Protected Class when Board employees witness such incidents or when Board employees receive reports or information about such incidents, whether such incidents are verbal or physical or amount to discrimination, harassment or retaliation in other forms. **Reports should be made to any District administrator or to:**

**Holly Hollander, Assistant Superintendent
New Milford Public Schools
25 Sunny Valley Road, Suite A
New Milford, CT 06776
Telephone: 860-354-3235
e-mail: hollanderh@newmilfordps.org**

Complaint Procedure

Preferably, complaints should be filed within thirty (30) days of the alleged occurrence. Timely reporting of complaints facilitates the investigation and resolution of such complaints. The District will investigate such complaints promptly and equitably, and will take corrective action when allegations are verified.

As soon as a student feels that they, or another student has been subjected to Protected Class discrimination, harassment or retaliation, the individual should make a written complaint to Principal Gallagher, Northville Elementary School, or Cathy Calabrese, Principal, Hill and Plain School, or Jennifer Chmielewski, Assistant Principal, Sarah Noble Intermediate School or Michael Boucher, Assistant Principal, Schaghticoke Middle School, or Keith Lipinsky, Athletic Director, New Milford High School, or Holly Hollander, Assistant Superintendent, Central Office.

Students may make verbal or written reports about Protected Class discrimination, harassment, or retaliation to any Board employee. Board employees receiving such reports shall promptly forward them to any District administrator or to Assistant Superintendent Holly Hollander.

The student and/or parent/guardian or other individual will be provided a copy of the Board's policy and regulation and made aware of the student's rights under this policy and regulation. In the event the **above named individuals** receive a complaint alleging discrimination or harassment of a student based on sex, sexual orientation, pregnancy, or gender identity or expression, the Principal Gallagher, Northville Elementary School, or Cathy Calabrese, Principal, Hill and Plain School, or Jennifer Chmielewski, Assistant Principal, Sarah Noble Intermediate School or Michael Boucher, Assistant Principal, Schaghticoke Middle School, or Keith Lipinsky, Athletic Director, New Milford High School, or Holly Hollander, Assistant Superintendent, Central Office shall follow the procedures identified in Board Policy # 5145.7, Policy Regarding Prohibition of Sex Discrimination, Including Sex-Based Harassment. In the event the **above named individuals** receive a complaint alleging discrimination or harassment of a student based on disability, the Principal Gallagher, Northville Elementary School, or Cathy Calabrese,

Principal, Hill and Plain School, or Jennifer Chmielewski, Assistant Principal, Sarah Noble Intermediate School or Michael Boucher, Assistant Principal, Schaghticoke Middle School, or Keith Lipinsky, Athletic Director, New Milford High School, or Holly Hollander, Assistant Superintendent, Central Office shall follow the procedures identified in Board Policy # 5145.45, Section 504/ADA (Students).

The complaint should state the:

- A. Name of the complainant/victim,
- B. Date of the complaint,
- C. Date(s) of the alleged harassment/discrimination,
- D. Name(s) of the harasser(s) or discriminator(s),
- E. Location where such harassment/discrimination occurred,
- F. Names of any witness(es) to the harassment/discrimination,
- G. Detailed statement of the circumstances constituting the alleged harassment/discrimination; and
- H. Proposed remedy.

Any student and/or parent/guardian or other individual who makes an oral complaint of discrimination or harassment of a student to any of the above-mentioned personnel will be provided a copy of this regulation and will be requested to make a written complaint pursuant to the above procedure. If a student (or individual acting on behalf of the student) is unable to make a written complaint, the Board employee receiving the oral complaint will either reduce the complaint to writing or assist the student (individual acting on behalf of the student) in completing the written complaint form or ask a District administrator for assistance in doing so.

All complaints are to be forwarded immediately to the Superintendent or designee. Upon receipt of a complaint alleging discrimination or harassment of a student under this complaint procedure, the Superintendent shall designate a District administrator (or other trained individual) to promptly investigate the complaint. During the course of the investigation, the investigator shall interview or consult with all individuals reasonably believed to have relevant information, including the individual alleged to have experienced Protected Class discrimination and/or harassment (the “complainant”), the reporter (if different from the complainant) the alleged discriminator/harasser (“respondent”) and any witnesses to the conduct. Complaints will be investigated promptly within the timeframes identified below. Timeframes may be extended as needed given the complexity of the investigation, availability of individuals with relevant information and/or other extenuating circumstances. Confidentiality will be maintained by all persons involved in the investigation to the extent possible to the extent consistent with principles of due process, as determined by the investigator.

Upon receipt of a written complaint of discrimination or harassment of a student, the investigator should:

1. Offer to meet with the complainant (and respondent, if applicable) within ten (10) business days (provided that such timeframe may be reasonably extended based on the availability of necessary witnesses and/or participants, the complexity of the investigation, and/or other extenuating circumstances) to discuss the nature of the complaint, discuss the availability of interim measures, identify individuals the complainant or respondent believes has relevant information, and obtain any relevant documents the complainant or respondent may have;
2. Provide the complainant (and respondent, if applicable) with a copy of the Board's non-discrimination policy and accompanying regulations;
3. Conduct an investigation that is adequate, reliable, and impartial. Investigate the factual basis of the complaint, including, as applicable, conducting interviews with the parties to the complaint and any relevant witnesses or other individuals deemed relevant to the complaint;
4. Review any records, notes, statements, or other documents relevant to the complaint;
5. Maintain confidentiality to the extent practicable throughout the investigative process, in accordance with state and federal law;
6. Complete a final investigation report that includes: (i) a findings of fact based on the evidence gathered; (ii) for each allegation, the conclusion(s) and reasoning(s) as to whether the discrimination or harassment occurred; and (iii) for any individual(s) found to have engaged in discrimination or harassment, a broad statement of consequences imposed (to the extent permitted by state and federal confidentiality requirements) (e.g., "Consequences were imposed.");
7. Communicate the outcome of the investigation in writing to the complainant (and respondent, if applicable) (to the extent permitted by state and federal confidentiality requirements), within thirty (30) business days (provided that such timeframe may be reasonably extended based on the availability of necessary witnesses and/or participants, the complexity of the investigation, and/or other extenuating circumstances) from the date the complaint was received by the Superintendent's office. The complainant (and respondent, if applicable) shall be notified of any extension of the investigation timeline. The written notice shall include a finding whether the complaint was substantiated and if so, shall identify, to the extent possible, how the District will remedy the discrimination or harassment, adhering to the requirements of state and federal law;

8. If a complaint is made during summer recess, the complaint will be reviewed and addressed as quickly as possible given the availability of employees and/or other individuals who may have information relevant to the complaint. If fixed timeframes cannot be met, the complainant (and respondent, if applicable) will receive notice and interim measures may be implemented as necessary;
9. Whenever allegations are verified, ensure that appropriate corrective action is taken (including, but not limited to, disciplinary action) aimed at preventing the recurrence of the discrimination or harassment. Corrective action should include steps designed to avoid continuing discrimination or harassment;
10. After receiving the written notice of the outcome, parties shall have ten (10) school days to submit a formal written statement of appeal, if they so choose, to the Superintendent challenging the outcome of the investigation and explaining the basis for appeal. Upon receipt of an appeal, the Superintendent shall appoint a decisionmaker(s) for the appeal, who may be the Superintendent or designee. The decisionmaker(s) for the appeal will provide the appealing party's written statement to the non-appealing party. The non-appealing party will then have ten (10) school days to submit to the decision-maker(s) for the appeal a written statement in support of, or challenging, the outcome of the investigation. The decisionmaker(s) for the appeal shall review the evidence and the information presented by the parties and determine if further action and/or investigation is warranted. Such action may include consultation with the investigator(s) and the parties, a meeting with appropriate individuals to attempt to resolve the complaint, or a decision affirming or overruling the written outcome. Generally, a party's disagreement with the outcome of the investigation, alone, will not be basis for further action. The decisionmaker(s) for the appeal will attempt to issue written notice of the outcome of the appeal to the parties within thirty (30) school days of receipt of all written statements from the parties.

Remedial Action:

If the District makes a finding of discrimination, harassment or retaliation of a student, the District will take remedial action designed to:

- A. eliminate the discriminatory/harassing/retaliatory conduct,
- B. prevent its recurrence, and
- C. address its effects on the complainant and any other affected individuals.

Examples of appropriate action may include, but are not limited to:

- A. In the case of a student respondent, interventions for the individual who engaged in the discrimination/harassment may include, but are not limited to, discipline (including but not limited to suspension and/or expulsion), educational interventions, exclusion from extra-curricular activities and/or sports programs, and/or referral to appropriate state or local agencies;

- B. In the case of an employee respondent, interventions for the individual who engaged in the discrimination/harassment may include, but are not limited to, supervisor notification, discipline (including possible termination of employment), training, and/or referral to appropriate state or local agencies;
- C. In the case of respondent who is otherwise associated with the school community, interventions for the individual who engaged in the discrimination/harassment may include, but are not limited to, exclusion from school property and/or activities and/or referral to appropriate state or local agencies;
- D. Follow-up inquiries with the complainant and witnesses to ensure that the discriminatory/harassing conduct has stopped and that they have not experienced any retaliation;
- E. Supports for the complainant; and
- F. Training or other interventions for the larger school community designed to ensure that students, staff, parents, Board members and other individuals within the school community understand the types of behavior that constitute discrimination/harassment, that the District does not tolerate it, and how to report it.

District staff members and administrators will work with students and parents/guardians to take steps designed to prevent acts of discrimination, harassment and retaliation.

Staff Development:

The District will periodically provide staff development for District administrators and periodically distribute the Board's Non-Discrimination policies and the implementing administrative regulations to staff, students and parents in an effort to maintain an environment free of discrimination, harassment and retaliation.

Reporting to State and Federal Agencies:

Any student and/or parent/guardian also may file a complaint with the Office for Civil Rights, U.S. Department of Education ("OCR"):

Office for Civil Rights, Boston Office
U.S. Department of Education
8th Floor
5 Post Office Square
Boston, MA 02109-3921
(617-289-0111)
<http://www2.ed.gov/about/offices/list/ocr/docs/howto.html>

Any student and/or parent/guardian may also file a complaint with the Connecticut Commission on Human Rights and Opportunities:

Connecticut Commission on Human Rights and Opportunities
450 Columbus Blvd.
Hartford, CT 06103-1835
(860-541-3400 or Connecticut Toll Free Number 1-800-477-5737)

Questions/Requests for Accommodation:

Any parent, student, staff member, Board member or community member who:

1. has questions or concerns about this policy or its accompanying regulations;
2. wishes to request or discuss accommodations for a student based on religion;

may contact:

**Holly Hollander, Assistant Superintendent
New Milford Public Schools
25 Sunny Valley Road, Suite A
New Milford, CT 06776
Telephone: 860-354-3235
e-mail: hollanderh@newmilfordps.org**

Any parent, student, staff member, Board member or community member who has questions or concerns about the Board's policies regarding discrimination or harassment of students on the basis of gender/sex, gender identity, or sexual orientation may contact the District's Title IX Coordinator:

**Holly Hollander, Assistant Superintendent
New Milford Public Schools
25 Sunny Valley Road, Suite A
New Milford, CT 06776
Telephone: 860-354-3235
e-mail: hollanderh@newmilfordps.org**

Any parent, student, staff member, Board member or community member who:

1. has specific questions or concerns about the Board's policies regarding discrimination on the basis of disability applicable to students; OR
2. wishes to request an accommodation for a student on the basis of disability

may contact the District's Section 504/ADA Coordinator:

**Holly Hollander, Assistant Superintendent
New Milford Public Schools
25 Sunny Valley Road, Suite A
New Milford, CT 06776
Telephone: 860-354-3235
e-mail: hollanderh@newmilfordps.org**

Regulation approved: December 19, 2023

Regulation revised:

NEW MILFORD PUBLIC SCHOOLS

DISCRIMINATION/HARASSMENT COMPLAINT FORM

(For complaints based on race, color, religion, age, marital status, national origin, alienage, ancestry, veteran status, or status as a victim of domestic violence)

Name of the reporter _____

Name of the complainant/victim _____

School/program and grade of the complainant/victim _____

Reporter's relationship to the complainant/victim _____

Date of the complaint _____

Date of the alleged discrimination/harassment _____

Name or names of the discriminator(s) or harasser(s) _____

Location where such discrimination/harassment occurred _____

Name(s) of any witness(es) to the discrimination/harassment _____

Detailed statement of the circumstances constituting the alleged discrimination or harassment _____

Proposed remedy _____

Note: This policy and the accompanying regulations were revised in light of Section 4 of Public Act 23-160, which addresses the right of a student, who is also a parent, to request permission from the board of education to attend adult education classes. Also, language was added to reflect the requirement, established by Section 16 of Public Act 22-47, that when a student is truant, the school district implement the truancy intervention model developed by the CSDE that accounts for mental and behavioral health, if the CSDE has developed such model; otherwise, the district will implement a truancy intervention plan that meets state law requirements. Also, there is added flexibility to the ways in which parents/guardians can report student absences and personnel can notify parents/guardians of student absences.

**Series 5000
Students**

5111

**POLICY AND ADMINISTRATIVE REGULATIONS REGARDING
STUDENT ATTENDANCE, TRUANCY AND CHRONIC ABSENTEEISM**

Regular and punctual student attendance in school is essential to the educational process. Connecticut state law places responsibility for assuring that students attend school with the parent or other person having control of the child. To assist parents and other persons in meeting this responsibility, the New Milford Board of Education (the “Board”), through its Superintendent, will adopt and maintain procedures to implement this policy.

In addition, the Board takes seriously the issue of chronic absenteeism. To address this issue, the Board, through its Superintendent, will adopt and maintain procedures regarding chronic absenteeism in accordance with state law.

Legal References:

Public Act No. 23-160, “An Act Concerning Education Mandate Relief and Other Technical and Assorted Revisions and Additions to the Education and Early Childhood Education Statutes.”

Connecticut General Statutes § 10-73d

Connecticut General Statutes § 10-220

Connecticut General Statutes § 10-184

Connecticut General Statutes § 10-186

Connecticut General Statutes § 10-198a

Connecticut General Statutes § 10-198b

Connecticut General Statutes § 10-198c

Connecticut General Statutes § 10-198d

Connecticut General Statutes § 10-198e

Connecticut General Statutes § 10-198f

Connecticut State Department of Education, *Guidelines for Reporting Student Attendance in the Public School Information System* (January 2008)

Connecticut State Board of Education Memorandum, *Definitions of Excused and Unexcused Absences* (June 27, 2012)

Connecticut State Department of Education, *Guidelines for Implementation of the Definitions of Excused and Unexcused Absences and Best Practices for Absence Prevention and Intervention* (April 2013)

Connecticut State Department of Education, *Reducing Chronic Absence in Connecticut's Schools: A Prevention and Intervention Guide for Schools and Districts* (April 2017)

Connecticut State Department of Education Memorandum, *Youth Service Bureau Referral for Truancy and Defiance of School Rules* (February 22, 2018)

Connecticut State Department of Education, *Youth Service Bureau Referral Guide* (February 2018)

Connecticut State Department of Education Memorandum, *Mental Health Wellness Days* (January 24, 2022)

Connecticut State Department of Education Memorandum, *Adoption of Definition of Remote Absence* (September 7, 2022)

Connecticut State Board of Education Resolution (September 7, 2022)

Approved: June 20, 2023
Revised

NEW MILFORD PUBLIC SCHOOLS
New Milford, Connecticut

**ADMINISTRATIVE REGULATIONS REGARDING
ATTENDANCE, TRUANCY AND CHRONIC ABSENTEEISM**

I. Attendance and Truancy

A. Definitions for Section I

1. “Absence” - any day during which a student is not considered “in attendance” as defined in these regulations.
2. “Disciplinary absence” - any absence as a result of school or District disciplinary action. Any student serving an out-of-school suspension or expulsion should be considered absent except for each day that the student receives alternative education programming for at least half of the instructional school day. A disciplinary absence is not considered excused or unexcused for attendance and truancy purposes.
3. “Educational evaluation” - for purposes of this policy, an educational evaluation is an assessment of a student’s educational development, which, based upon the student’s presenting characteristics, would assess (as appropriate) the following areas: health, vision, hearing, social and emotional status, general intelligence, academic performance, communicative status, and/or motor abilities.
4. “Excused absence” - a student is considered excused from school if the school has received written documentation describing the reason for the absence within ten (10) school days of the student’s return to school, or if the student has been excluded from school in accordance with Conn. Gen. Stat. § 10-210 (regarding communicable diseases), and the following criteria are met:
 - a. Any absence before the student’s tenth (10th) absence is considered excused when the student’s parent/guardian approves such absence and submits appropriate written documentation in accordance with this regulation.
 - b. For the student’s tenth (10th) absence and all absences thereafter, a student’s absences from school are, with appropriate documentation in accordance with this regulation, considered excused only for the following reasons:

- i. student illness (verified by an appropriately licensed medical professional);
 - ii. religious holidays;
 - iii. mandated court appearances (documentation required);
 - iv. funeral or death in the family, or other emergency beyond the control of the student's family;
 - v. extraordinary educational opportunities pre-approved by the District administrators and in accordance with Connecticut State Department of Education ("State Department of Education") guidance and this regulation; or
 - vi. lack of transportation that is normally provided by a school district other than the one the student attends.
 - c. A student, age five (5) to eighteen (18), inclusive, whose parent or legal guardian is an active duty member of the armed forces who has been called for duty, is on leave from or has immediately returned from deployment to a combat zone or combat support posting, shall be granted ten (10) days of excused absences in any school year, and, in the discretion of the administration, additional excused absences to visit such student's parent or legal guardian with respect to the parent's leave or deployment. In the case of such excused absences, the student and parent or legal guardian are responsible for obtaining assignments from the student's teacher prior to any period of excused absence, and for ensuring that such assignments are completed by the student prior to the student's return to school.
5. "In attendance" - any day during which a student is present at the student's assigned school, and/or participating in an activity sponsored by the school (*e.g.*, field trip) for at least half of the regular school day; and/or participating in statutorily authorized remote learning as determined through a combination of: synchronous virtual classes, synchronous virtual meetings, activities on time-logged electronic systems, and/or the completion and submission of assignments for at least half of the instructional school day.

6. "Mental health wellness day" - a school day during which a student attends to such student's emotional and psychological well-being in lieu of attending school.
7. "Remote learning" - instruction by means of one or more Internet-based software platforms as part of a remote learning model as may be authorized by the New Milford Board of Education (the "Board") in accordance with applicable law.
8. "Student" - a student enrolled in the New Milford Public Schools (the "District").
9. "Truant" - any student five (5) to eighteen (18) years of age, inclusive, who has four (4) unexcused absences from school in any one month or ten (10) unexcused absences from school in any school year.
10. "Unexcused absence" - any absence from a regularly scheduled school day for at least one half of the school day, which is not excused or considered a disciplinary absence.

The determination of whether an absence is excused will be made by the building principal or designee. Parents or other persons having control of the child may appeal that decision to the Superintendent or designee, whose decision shall be final.

B. Mental Health Wellness Days

Any student enrolled in grades kindergarten to twelve, inclusive, shall be permitted to take two mental health wellness days during the school year, during which day such student shall not be required to attend school. No student shall take mental health wellness days during consecutive school days. Mental health wellness days shall be excused when permission by the student's parent/guardian is documented by the student's school, regardless of the number of absences a student has accrued in the school year. Mental health wellness days will not be included in reporting or referrals related to truancy. Mental health wellness day will count as an "absence" for determining chronic absenteeism, as defined in Section II of this policy.

C. Written Documentation Requirements for Absences

1. Written documentation must be submitted for each incidence of absence within ten (10) school days of the student's return to school. Consecutive days of absence are considered one incidence of absence.

2. The first nine (9) days of absence will be excused upon receipt of a signed note from the student's parent/guardian, a signed note from a school official that spoke in person with the parent/guardian regarding the absence, or a note confirming the absence by the school nurse or by a licensed medical professional, as appropriate.
3. For the student's tenth (10th) absence, and all absences thereafter, documentation of the absence must be submitted in accordance with paragraphs 1 and 2 above, and must also include the reason for the absence and the following additional information:
 - a. student illness:
 - i. a signed note from a medical professional, who may be the school nurse, who has evaluated the student confirming the absence and giving an expected return date; or
 - ii. a signed note from school nurse who has spoken with the student's medical professional and confirmed the absence, including the date and location of the consultation.
 - b. religious holidays: none.
 - c. mandated court appearances:
 - i. a police summons;
 - ii. a subpoena;
 - iii. a notice to appear;
 - iv. a signed note from a court official; or
 - v. any other official, written documentation of the legal requirement to appear in court.
 - d. funeral or death in the family, or other emergency beyond the control of the student's family: a written document explaining the nature of the emergency.
 - e. extraordinary educational opportunity pre-approved by the District administrators and in accordance with State Department of Education guidance and this policy: written pre-approval from the administration, in accordance with this regulation.

- f. lack of transportation that is normally provided by a school district other than the one the student attends: none.
4. Neither e-mail nor text message shall satisfy the requirement of written documentation. Under certain circumstances, a building administrator may accept the delivery of written documentation through a scanned copy sent by e-mail or submission of a report through an online system established for parents/guardians to comply with attendance reporting requirements.
5. The District reserves the right to randomly audit written documentation received, through telephone and other methods of communication, to determine its authenticity.
6. Any absence that is not documented in accordance with this regulation within ten (10) school days after the incidence of absence will be recorded as unexcused. If documentation is provided within ten (10) school days, but is incomplete, the building principal may, at the building principal's own discretion, grant up to a five (5) school day extension for provision of the completed documentation.

D. Extraordinary Educational Opportunities

1. To qualify as an extraordinary educational opportunity, the opportunity must:
 - a. be educational in nature and must have a learning objective related to the student's course work or plan of study;
 - b. be an opportunity not ordinarily available to the student;
 - c. be grade and developmentally appropriate; and
 - d. include content that is highly relevant to the student; while some opportunities will be relevant to all students, others will contain very specific content that would limit their relevance to a smaller group of students.
2. Family vacations do not qualify as extraordinary educational opportunities.
3. All requests for approval of extraordinary educational opportunities must:
 - a. be submitted to the building principal in writing prior to the opportunity, but no later than ten (10) school days prior to

the opportunity except in exceptional circumstances at the discretion of the building principal;

- b. contain the signatures of both the parent/guardian and the student;
 - c. include an outline of the learning objective of the opportunity and include detail as to how the objective is linked to the student's coursework or plan of study; and
 - d. include additional documentation, where available, about the opportunity.
4. The building principal shall provide a response in writing and include the following:
- a. either approval or denial of the request;
 - b. brief reason for any denial;
 - c. any requirements placed upon the student as a condition of approval;
 - d. the specific days approved as excused absences for the opportunity; and
 - e. the understanding that the building administrator may withdraw approval if the opportunity is canceled or the student fails to meet the agreed-upon requirements of the approval.
5. All decisions of the building principal relating to extraordinary educational opportunities shall be final.
6. Students who are granted excusal from school to participate in extraordinary educational opportunities are expected to share their experiences with other students and/or school staff when they return.
7. Approval for an extraordinary educational opportunity is determined on a case-by-case basis and the analysis of individualized factors. An opportunity approved for one student may not be approved for another.

E. Truancy Exceptions:

- 1. A student five (5) or six (6) years of age shall not be considered truant if the parent or person having control over such student has

appeared personally at the District office and exercised the option of not sending the child to school at five (5) or six (6) years of age.

2. A student who is both (1) under seventeen (17) years of age and (2) a parent may request permission from the Board to attend adult education classes. The Board may, by a majority vote of the members of the Board present and voting at a regular or special meeting of the Board called for such purpose, assign such student to adult education classes.
3. A student who is seventeen (17) years of age shall not be considered truant if the parent or person having control over such child withdraws such child from school and enrolls such child in an adult education program pursuant to Conn. Gen. Stat. § 10-69. Such parent or person shall personally appear at the District office and sign an adult education withdrawal and enrollment form. Such adult education withdrawal and enrollment form shall include an attestation (1) from a school counselor or school administrator of the school that the District has provided such parent or person with information on the educational options available in the school system and in the community, and (2) from such parent or person that such child will be enrolled in an adult education program upon such child's withdrawal from school.
4. A student who is eighteen (18) years of age or older may withdraw from school. Such student shall personally appear in person at the District office and sign a withdrawal form. Such withdrawal form must include an attestation from a guidance counselor, school counselor, or school administrator of the school that the District has provided such student with information on the educational options available in the school system and community.
5. If a parent or guardian of an expelled student chooses not to enroll the student in an alternative program, the student shall not be considered to be truant.

F. Readmission to School Following Voluntary Withdrawal

1. Except as noted in paragraph 2 below, if a student voluntarily withdraws from school (in accordance with Section E.3 or E.4 above) and subsequently seeks readmission, the Board may deny school accommodations to the student for up to ninety (90) school days from the date of the student's withdrawal from school.
2. If a student who has voluntarily withdrawn from school (in accordance with Section E.3 or E.4 above) seeks readmission within ten (10) school days of the student's withdrawal, the Board

shall provide school accommodations to the student not later than three (3) school days after the student requests readmission.

G. Determinations of Whether a Student is “In Attendance”:

1. A student serving an out-of-school suspension or expulsion shall be reported as absent unless the student receives an alternative educational program for at least half of the instructional school day. In any event, the absence is considered a disciplinary absence, and will not be designated as excused or unexcused.
2. On early dismissal days and days shortened due to inclement weather, the regular school day for attendance purposes is considered to be the amount of instructional time offered to students on that day. For example, if school is open for four hours on a shortened day scheduled, a student must be present for a minimum of two hours in order to be considered “in attendance.”
3. Students placed on homebound instruction due to illness or injury in accordance with applicable regulations and requirements are counted as being “in attendance” for every day that they receive instruction from an appropriately certified teacher for an amount of time deemed adequate in accordance with applicable law.

H. Procedures for students in grades K-8

1. Notification
 - a. Annually at the beginning of the school year and upon the enrollment of any child during the school year, the administration shall notify the parent or other person having control of the student enrolled in grades K - 8 in writing of the obligations pursuant to Conn. Gen. Stat. § 10-184 to ensure that such a student attends school regularly or to show that the child is elsewhere receiving equivalent instruction in the studies taught in the District.
 - b. Annually at the beginning of the school year and upon the enrollment of any child during the school year, the administration shall obtain from the parent or other person having control of the student in grades K-8 a telephone number or other means of contacting such parent or other person during the school day.
2. Monitoring

Each school shall implement a system of monitoring individual unexcused absences of students in grades K-8. Whenever such a student fails to report to school on a regularly scheduled school

day, school personnel under the direction of the building principal or designee]shall make a reasonable effort to notify the parent or other person having control of such student by telephone, e-mail or mail of the student's absence, unless school personnel have received an indication that the parent or other person is aware of the student's absence. **Reasonable efforts shall include two (2) attempts to reach the parent or other person at the contact information provided by the parent or other person. Such attempts shall be recorded on a form provided by the Superintendent.** Any person who, in good faith, gives or fails to give such notice shall be immune from liability, civil or criminal, which might otherwise be incurred or imposed and shall have the same immunity with respect to any judicial proceeding which results from such notice or failure to give notice.

I. Procedures applicable to students ages five (5) to eighteen (18)

1. Intervention

- a. When a student is truant, the building principal or designee shall schedule a meeting with the parent (or other person having control of such student) and appropriate school personnel to review and evaluate the reasons for the student's truancy. This meeting shall be held no later than **ten (10) days** after the student becomes truant. The District shall document the meeting, and if parent or other person declines to attend the meeting, or is otherwise is non-responsive, that fact shall also be documented and the meeting shall proceed with school personnel in attendance.
- b. When a student is truant, the Superintendent or designee shall coordinate services with and referrals of students to community agencies providing child and family services, as appropriate. The District shall document efforts to contact and include families and to provide early intervention in truancy matters.
- c. When a student is truant, the Superintendent or designee shall provide notice to the student's parent or guardian of the information concerning the existence and availability of the 2-1-1 Infoline program and other pediatric mental and behavioral health screening services and tools described in Conn. Gen. Stat. § 17a-22r.
- d. When a student is truant, an appropriate school mental health specialist, as determined by the District, shall conduct an evaluation of the student to determine if additional behavioral health interventions are necessary for the well-being of the

child. “School mental health specialist” means any person employed by the District to provide mental health services to students, including but not limited to a school social worker, school psychologist, trauma specialist, behavior technician, board certified behavior analyst, school counselor, licensed professional counselor, or licensed marriage and family therapist.

- e. When a student is truant, the District shall implement the truancy intervention model developed by the State Department of Education that accounts for mental and behavioral health, if the State Department of Education has developed such model. Otherwise, the District shall implement a truancy intervention plan that meets the requirements set forth in Conn. Gen. Stat. § 10-198e(b).
- f. If the Commissioner of Education determines that any school under the jurisdiction of the Board has a disproportionately high rate of truancy, the District shall implement in that school a truancy intervention model identified by the State Department of Education pursuant to Conn. Gen. Stat. § 10-198e.
- g. In addition to the procedures specified in subsections (a) through (c) above, a regular education student who is experiencing attendance problems should be referred to the building Child Study Team **or other appropriate school based team** (the “Team”) to consider the need for additional interventions and/or assistance. The Team will also consider whether the student should be referred to a planning and placement team (“PPT”) meeting to review the student’s need and eligibility for special education. A special education student who is experiencing attendance problems should be referred to a PPT meeting for program review.
- h. Where the documented implementation of the procedures specified in subsections (a) through (e) above does not result in improved outcomes despite collaboration with the parent/guardian, the Superintendent or designee may, with written parental consent, refer a student who is truant to a Youth Service Bureau.

J. Attendance Records

All attendance records developed by the District shall include the individual student’s state-assigned student identifier (SASID).

II. **Chronic Absenteeism**

A. Definitions for Section II

1. “Chronically absent child” - a child who is enrolled in a school under the jurisdiction of the Board and whose total number of absences at any time during a school year is equal to or greater than ten percent (10%) of the total number of days that such student has been enrolled at such school during such school year.
2. “Absence” - an excused absence, unexcused absence or disciplinary absence, as those terms are defined by the State Department of Education pursuant to Conn. Gen. Stat. § 10-198b and these administrative regulations.
3. “District chronic absenteeism rate” - the total number of chronically absent children under the jurisdiction of the Board in the previous school year divided by the total number of students under the jurisdiction of the Board for such school year.
4. “School chronic absenteeism rate” - the total number of chronically absent students for a school in the previous school year divided by the total number of students enrolled in such school for such school year.

B. Establishment of Attendance Review Teams

If the District has a District chronic absenteeism rate of ten percent (10%) or higher, it shall establish an attendance review team for the District.

If a school under the jurisdiction of the Board has a school chronic absenteeism rate of fifteen percent (15%) or higher, it shall establish an attendance review team for that school.

If the District has more than one school with a school chronic absenteeism rate of fifteen percent (15%) or higher, it shall establish an attendance review team for the District or at each such school.

If the District has a district chronic absenteeism rate of ten percent (10%) or higher and one or more schools with a school chronic absenteeism rate of fifteen percent (15%) or higher, it shall establish an attendance review team for the District or at each such school.

C. Composition and Role of Attendance Review Teams

Any attendance review team established under these regulations may include school administrators, guidance counselors, school social workers, teachers, representatives from community-based programs who address issues related to student attendance by providing programs and services to

truants, as defined under I.A.9, and chronically absent students and their parents or guardians.

Each attendance review team shall be responsible for reviewing the cases of truants and chronically absent students, discussing school interventions and community referrals for such truants and chronically absent students and making any additional recommendations for such truants and chronically absent children and their parents or guardians. Each attendance review team shall meet at least monthly.

D. State Chronic Absenteeism Prevention and Intervention Plan

The District and its attendance review teams, if any, will consider any chronic absenteeism prevention and intervention plan developed by the State Department of Education.

III. Reports to the State Regarding Truancy Data

Annually, the Board shall include information regarding the number of truants and chronically absent children in the strategic school profile report for each school under its jurisdiction and for the District as a whole submitted to the Commissioner of Education. Measures of truancy include the type of data that is required to be collected by the State Department of Education regarding attendance and unexcused absences in order for the department to comply with federal reporting requirements and the actions taken by the Board to reduce truancy in the District.

Legal References:

Public Act No. 23-160, “An Act Concerning Education Mandate Relief and Other Technical and Assorted Revisions and Additions to the Education and Early Childhood Education Statutes.”

Connecticut General Statutes § 10-73d

Connecticut General Statutes § 10-220

Connecticut General Statutes § 10-184

Connecticut General Statutes § 10-186

Connecticut General Statutes § 10-198a

Connecticut General Statutes § 10-198b

Connecticut General Statutes § 10-198c

Connecticut General Statutes § 10-198d

Connecticut General Statutes § 10-198e

Connecticut General Statutes § 10-198f

Connecticut State Department of Education, *Guidelines for Reporting Student Attendance in the Public School Information System* (January 2008)

Connecticut State Board of Education Memorandum, *Definitions of Excused and Unexcused Absences* (June 27, 2012)

Connecticut State Department of Education, *Guidelines for Implementation of the Definitions of Excused and Unexcused Absences and Best Practices for Absence Prevention and Intervention* (April 2013)

Connecticut State Department of Education, *Reducing Chronic Absence in Connecticut's Schools: A Prevention and Intervention Guide for Schools and Districts* (April 2017)

Connecticut State Department of Education Memorandum, *Youth Service Bureau Referral for Truancy and Defiance of School Rules* (February 22, 2018)

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Connecticut State Department of Education Memorandum, *Mental Health Wellness Days* (January 24, 2022)

Connecticut State Department of Education Memorandum, *Adoption of Definition of Remote Absence* (September 7, 2022)

Connecticut State Board of Education Resolution (September 7, 2022)

Regulation approved: June 20, 2023

Regulation revised:

SAMPLE NOTIFICATION REGARDING STUDENT ATTENDANCE*

Regular and punctual student attendance is essential to the educational process. Connecticut General Statutes Section 10-184 provides that “each parent or other person having control of a child five years of age and over and under eighteen years of age shall cause such child to attend a public school regularly during the hours and terms the public school in the district in which such child resides is in session, unless such child is a high school graduate or the parent or person having control of such child is able to show that the child is elsewhere receiving equivalent instruction in the studies taught in the public schools. A student who is eighteen years of age or older may withdraw from school. Such parent, person or student shall personally appear at the school district office and sign a withdrawal form. Such withdrawal form shall include an attestation from a guidance counselor, school counselor or school administrator of the school that such school district has provided such parent, person or student with information on the educational options available in the school system and community. The parent or person having control of a child seventeen years of age may withdraw such child from school and enroll such child in an adult education program pursuant to [Connecticut General Statutes Section] 10-69. Such parent or person shall personally appear at the school district office and sign an adult education withdrawal and enrollment form. Such adult education withdrawal and enrollment form shall include an attestation (1) from a school counselor or school administrator of the school that such school district has provided such parent or person with information on the educational options available in the school system and in the community, and (2) from such parent or person that such child will be enrolled in an adult education program upon such child's withdrawal from school. The parent or person having control of a child five years of age shall have the option of not sending the child to school until the child is six years of age and the parent or person having control of a child six years of age shall have the option of not sending the child to school until the child is seven years of age. The parent or person shall exercise such option by personally appearing at the school district office and signing an option form. The school district shall provide the parent or person with information on the educational opportunities available in the school system.”

In order to assist parents and other persons in meeting this responsibility, the _____ Board of Education (the “Board”) monitors unexcused student absences and makes reasonable efforts to notify parents or other persons by contacting them when a student fails to report to school. State law provides that any person who, in good faith, gives or fails to give such notice shall be immune from any liability, civil or criminal, which might otherwise be incurred or imposed and shall have the same immunity with respect to any judicial proceeding which results from such notice or failure to give such notice. The Board, therefore, must obtain a telephone number or other means of contacting parents or other persons during the school day.

Please provide the following information and return the completed form, signed and dated to:

Student's Name: _____
Address: _____

School/grade: _____ / _____
Parent/Guardian's Daytime Telephone Number*: _____
Parent/Guardian's Daytime Telephone Number*: _____
Parent/Guardian E-mail Address: _____

Name of Other Person Having Control of Student: _____
Relationship to Student: _____
Daytime Telephone Number*: _____

*If no daytime telephone number is available, please specify other means by which school personnel may contact you during the school day. _____

Signature: _____

Date: _____

**UNEXCUSED ABSENCES
DOCUMENTATION LOG**

Date

School

School Staff Member/ Volunteer	Student's Name	Parent or Other Person Having Control of Student	Telephone Number	Outcome*	Excused or Unexcused	Reason Absence is Excused or Unexcused
				Attempt #1 _____ Attempt #2 _____ Notice mailed or e-mailed _____		
				Attempt #1 _____ Attempt #2 _____ Notice mailed or e-mail _____		
				Attempt #1 _____ Attempt #2 _____ Notice mailed or e-mailed _____		
				Attempt #1 _____ Attempt #2 _____ Notice mailed or e-mailed _____		
				Attempt #1 _____ Attempt #2 _____ Notice mailed or e-mailed _____		

* No answer = N
Left Message = LM
Notification made = NM

NEW MILFORD PUBLIC SCHOOLS

Extraordinary Educational Experience Request Form

Pursuant to guidelines from the Connecticut State Department of Education, the New Milford Public Schools will consider certain extraordinary educational experiences to be excused absences. In order for an experience to qualify as an extraordinary educational experience, the opportunity must be educational in nature and must have a learning objective specifically related to the student's coursework or plan of study. It is important to note that not all memorable and/or life experiences are considered extraordinary educational experiences for the purpose of an excused absence. In order to qualify, the experience must be an opportunity not ordinarily available to the student. The experience must be grade and developmentally appropriate and the content of the experience must be highly relevant to the individual student. Whether an experience fits the requirements of an extraordinary educational experience for the purpose of an excused absence is a determination within the discretion of the building principal or designee.

To request consideration of an experience as an extraordinary educational experience, the following form must be filled out, signed by the parent and student, and returned at least ten (10) school days in advance of the date of the opportunity. Please note that approval is not assured. Approvals are considered on a case-by-case basis and are based on a number of factors. An experience approved for one student does not guarantee that it will be approved for others.

Name of Student: _____ Today's Date: _____

Title of Educational Opportunity: _____

Please describe the learning objective of the educational opportunity and how the objective is linked to the student's coursework or plan of study (you may attach additional sheets):

Date(s) of educational opportunity: _____

Dates and total number of days of planned absence: _____

Signature of Parent _____

Signature of Student _____

For Office Use Only. Received by _____ on _____. Approved? Yes/No By _____.

NEW MILFORD PUBLIC SCHOOLS
SCHOOL ATTENDANCE OPTION FORM (CHILDREN AGE 5 OR 6)

Name of Child: _____ Date of Birth: _____

Address of Child: _____

Name of Parent(s): _____

Address of Parent(s) (if different from child): _____

In accordance with Connecticut General Statutes Section 10-184, the parent or person having control of a child five (5) years of age or older and under age eighteen (18) is required to ensure that such child attends school. Section 10-184 further provides that a parent or person having control of a child age five (5) shall have the option of not sending the child to school until age six (6), and a parent or person having control of a child age six (6) shall have the option of not sending the child to school until age seven (7). A parent or person having control of such child who is seeking to elect this option must appear in person at the school district offices and sign this option form.

I, _____, am the parent or person having control of, _____,
Name of parent or person Name of child

a child who is age five/six (circle appropriate age), and I elect not to send my child to school until the age of six/seven (circle appropriate age). I understand that this option is effective for only one (1) school year. By signing, I understand that if my child is currently age five (5) and I wish to elect next school year not to send my child to school, I must reappear at the school next year to elect this option. I further understand that if my child is currently age six (6), I am required by Section 10-184 to send my child to the public school, or demonstrate that the child is “elsewhere receiving equivalent instruction in the studies taught in the public schools,” when the child turns seven (7).

Signature: _____ Date: _____

School Personnel Use Only

- Parent/person in control of child appeared in person and has been provided with information on the educational opportunities in the school system.

NEW MILFORD PUBLIC SCHOOLS

SCHOOL ATTENDANCE OPTION FORM (CHILDREN AGE 17)

Name of Child: _____ Date of Birth: _____

Address of Child: _____

Name of Parent(s): _____

Address of Parent(s) (if different from child): _____

In accordance with Connecticut General Statutes Section 10-184, the parent or person having control of a child five (5) years of age or older and under age eighteen (18) is required to ensure that such child attends school.

Section 10-184 further provides that a parent or person having control of a student **seventeen (17) years of age** may consent to such student's withdrawal from school if they simultaneously enroll such child in an adult education program pursuant to Connecticut General Statutes Section 10-69. Such parent or person shall personally appear at the school district office and sign an adult education withdrawal and enrollment form. Such adult education withdrawal and enrollment form shall include an attestation (1) from a school counselor or school administrator of the school that such school district has provided such parent or person with information on the educational options available in the school system and in the community, and (2) from such parent or person that such child will be enrolled in an adult education program upon such child's withdrawal from school.

I, _____, am the parent or person having control of, _____,
Name of parent or person Name of child

a child who is seventeen years of age. I hereby withdraw my child from school and attest that, upon my child's withdrawal, I will enroll my child in an adult education program pursuant to Connecticut General Statutes Section 10-69. I have personally appeared at the school district office and received information on the educational options available in the school system and community for my child.

Signature: _____ Date: _____

School Personnel Use Only

- Parent/person in control of child appeared in person and has been provided with information on the educational opportunities in the school system and community.

Signature: _____ Date: _____

Title: _____

NEW MILFORD PUBLIC SCHOOLS

SCHOOL ATTENDANCE OPTION FORM (STUDENTS AGE 18 AND OLDER)

Name of Student: _____ Date of Birth: _____

Address of Student: _____

In accordance with Connecticut General Statutes Section 10-184, the parent or person having control of a child five (5) years of age or older and under age eighteen (18) is required to ensure that such child attends school.

Section 10-184 further provides that a student who is **eighteen (18) years of age or older** may withdraw from school. Such student shall personally appear at the school district office and sign a withdrawal form. Such withdrawal form shall include an attestation from a guidance counselor, school counselor or school administrator of the school that such school district has provided such student with information on the educational options available in the school system and in the community.

Withdrawal from School by Student Age 18 or Over

I, _____, am a student of at least eighteen years of age,
Name of student

and I hereby withdraw from school. I have personally appeared at the school district office and received information on the educational options available in the school system and community for me.

Signature: _____ Date: _____

School Personnel Use Only

- Student appeared in person and has been provided with information on the educational opportunities in the school system and community.

Signature: _____ Date: _____

Title: _____

Note: This policy was revised to reflect a number of changes made by Public Act 24-45 and Public Act 24-93 related to student discipline. Public Act 24-45 reduces the maximum number of consecutive days for in-school suspensions from ten to five. Public Act 24-45 also alters the out-of-school suspension requirements for students in preschool through grade two, limiting such out-of-school suspensions to five, rather than ten, consecutive days and permitting them only for behavior that “causes physical harm on school grounds,” rather than behavior that was “of a violent or sexual nature.” Additionally, the Act mandates that upon return to school from an out-of-school suspension, students in these early grades must receive specific intervention services, and the administration must consider whether a Planning and Placement Team (PPT) meeting is required to evaluate the need for potential special education services.

Public Act 24-93 updates the notification requirements for expulsion hearings, stating that parents or guardians must be informed at least five business days before the hearing, excluding the day of the hearing. The Act also introduces new parental notification requirements related to behavior intervention meetings requested by a teacher for a student whose behavior caused (1) a serious disruption to other students’ instruction, (2) self-harm, or (3) physical harm to the teacher, another student, or staff in the teacher’s classroom. This policy was revised to reflect the new notification requirements.

Policy 5114—Removal/Suspensions/Expulsions is recommended for deletion as it is addressed in this policy.

**Series 5000
Students**

5131

POLICY AND ADMINISTRATIVE REGULATIONS REGARDING STUDENT DISCIPLINE

It is the policy of the New Milford Board of Education (the “Board”) to create a school environment that promotes respect of self, others, and property within the New Milford Public Schools (the “District”). Compliance with this policy will enhance the Board and the District’s ability to maintain discipline and reduce interference with the educational process that can result from student misconduct. Pursuant to this policy, the District shall promote the utilization of consistent discipline practices, both within and across schools in the District, while also promoting the consideration of individual circumstances arising in each student disciplinary matter. Where appropriate, the District implements strategies that teach, encourage and reinforce positive student behavior that do not require engagement with the discipline system.

I. Definitions

- A. Cannabis** means marijuana, as defined by Conn. Gen. Stat. § 21a-240.
- B. Dangerous Instrument** means any instrument, article or substance which, under the circumstances in which it is used or attempted or threatened to be used, is capable of causing death or serious physical injury, and includes a "vehicle" or a dog that has been commanded to attack.

- C. **Deadly Weapon** means any weapon, whether loaded or unloaded, from which a shot may be discharged, or a switchblade knife, gravity knife, billy, blackjack, bludgeon or metal knuckles. A weapon such as a pellet gun and/or air soft pistol may constitute a deadly weapon if such weapon is designed for violence and is capable of inflicting death or serious bodily harm. In making such determination, the following factors should be considered: design of weapon; how weapon is typically used (e.g., hunting); type of projectile; force and velocity of discharge; method of discharge (e.g., spring v. CO2 cartridge) and potential for serious bodily harm or death.
- D. **Electronic Defense Weapon** means a weapon which by electronic impulse or current is capable of immobilizing a person temporarily, but is not capable of inflicting death or serious physical injury, including a stun gun or other conductive energy device.
- E. **Emergency** means a situation in which the continued presence of the student in school poses such a danger to persons or property or such a disruption of the educational process that a hearing may be delayed until a time as soon after the exclusion of such student as possible.
- F. **Exclusion** means any denial of public school privileges to a student for disciplinary purposes.
- G. **Expulsion** means the exclusion of a student from school privileges for more than ten (10) consecutive school days and shall be deemed to include, but not be limited to, exclusion from the school to which such student was assigned at the time such disciplinary action was taken. The expulsion period may not extend beyond one (1) calendar year.
- H. **Firearm**, as defined in 18 U.S.C § 921, means (a) any weapon (including a starter gun) that will, is designed to, or may be readily converted to expel a projectile by the action of an explosive, (b) the frame or receiver of any such weapon, (c) a firearm muffler or silencer, or (d) any destructive device. The term firearm does not include an antique firearm. As used in this definition, a "**destructive device**" includes any explosive, incendiary, or poisonous gas device, including a bomb, a grenade, a rocket having a propellant charge of more than four ounces, a missile having an explosive or incendiary charge of more than one-quarter ounce, a mine, or any other similar device; or any weapon (other than a shotgun or shotgun shell which the Attorney General finds is generally recognized as particularly suited for sporting purposes) that will, or may be readily converted to, expel a projectile by explosive or other propellant, and which has a barrel with a bore of more than ½" in diameter. The term "destructive device" also includes any combination of parts either designed or intended for use in converting any device into any destructive device and from which a destructive device may be readily assembled. A "destructive device" does not include: an antique firearm; a rifle intended to be used by the owner solely for sporting, recreational, or cultural purposes; or any device which is neither designed nor redesigned for use as a weapon.

- I. **Generative Artificial Intelligence (“AI”)** refers to a technology system, including but not limited to ChatGPT, capable of learning patterns and relationships from data, enabling it to create content, including but not limited to text, images, audio, or video, when prompted by a user.
- J. **Protected Class Harassment** is a form of discrimination on the basis of any protected characteristic (or protected class) including race, color, religion, age, sex, sexual orientation, marital status, national origin, alienage, ancestry, disability, pregnancy, gender identity or expression, veteran status, status as a victim of domestic violence, or any other basis prohibited by state or federal law (“Protected Class”). Harassment constitutes unlawful discrimination when it creates a hostile environment, which occurs when the harassment is sufficiently severe, pervasive, or persistent so as to interfere with or limit a student’s ability to participate in or benefit from the services, activities, or opportunities offered by a school. Harassment does not have to include intent to harm, be directed at a specific target, or involve repeated incidents. Harassment against any individual on the basis of that individual’s association with someone in a Protected Class may be a form of Protected Class harassment.
- K. **In-School Suspension** means an exclusion from regular classroom activity for no more than five (5) consecutive school days, but not exclusion from school, provided such exclusion shall not extend beyond the end of the school year in which such in-school suspension was imposed. No student shall be placed on in-school suspension more than fifteen (15) times or a total of fifty (50) days in one (1) school year, whichever results in fewer days of exclusion.
- L. **Martial Arts Weapon** means a nunchaku, kama, kasari-fundo, octagon sai, tonfa or chinese star.
- M. **Removal** is the exclusion of a student from a classroom for all or part of a single class period, provided such exclusion shall not extend beyond ninety (90) minutes.
- N. **School Days** shall mean days when school is in session for students.
- O. **School-Sponsored Activity** means any activity sponsored, recognized or authorized by the Board and includes activities conducted on or off school property.
- P. **Seriously Disruptive of the Educational Process**, as applied to off-campus conduct, means any conduct that markedly interrupts or severely impedes the day-to-day operation of a school.
- Q. **Suspension** means the exclusion of a student from school and/or transportation services only, provided such suspension shall not extend beyond the end of the school year in which such suspension is imposed; and further provided no student shall be suspended more than ten (10) times or a total of fifty (50) days in one school year, whichever results in fewer days of exclusion, unless such student is granted a formal hearing as provided below.

- R. **Weapon** means any BB gun, any blackjack, any metal or brass knuckles, any police baton or nightstick, any dirk knife or switch knife, any knife having an automatic spring release device by which a blade is released from the handle, having a blade of over one and one-half inches in length, any stiletto, any knife the edged portion of the blade of which is four inches and over in length, any martial arts weapon or electronic defense weapon, or any other dangerous or deadly weapon or instrument, unless permitted by law under Section 29-38 of the Connecticut General Statutes.
- S. Notwithstanding the foregoing definitions, the reassignment of a student from one regular education classroom program in the District to another regular education classroom program in the District shall not constitute a suspension or expulsion.
- T. For purposes of this policy, references to “school”, “school grounds” and “classroom” shall include physical educational environments, including on school transportation, as well as environments in which students are engaged in remote learning, which means instruction by means of one or more Internet-based software platforms as part of a remote learning model.

II. Scope of the Student Discipline Policy

A. *Conduct on School Grounds, on School Transportation, or at a School-Sponsored Activity:*

1. Suspension. Students may be **suspended** for conduct on school grounds, on school transportation, or at any school-sponsored activity that **violates a publicized policy of the Board or is seriously disruptive of the educational process or endangers persons or property.**
2. Expulsion. Students may be **expelled** for conduct on school grounds, on school transportation, or at any school-sponsored activity that either **(1) violates a publicized policy of the Board and is seriously disruptive of the educational process, or (2) endangers persons or property.**

B. *Conduct off School Grounds:*

Discipline. Students may be disciplined, including suspension and/or expulsion, for conduct off school grounds if such conduct **violates a publicized policy of the Board and is seriously disruptive of the educational process.**

C. *Seriously Disruptive of the Educational Process:*

In making a determination as to whether such conduct is seriously disruptive of the educational process, the Administration and the Board may consider, but such consideration shall not be limited to, the following factors: (1) **whether the incident occurred within close**

proximity of a school; (2) whether other students from the school were involved or whether there was any gang involvement; (3) whether the conduct involved violence, threats of violence, or the unlawful use of a weapon, as defined in Section 29-38 of the Connecticut General Statutes, and whether any injuries occurred; and (4) whether the conduct involved the use of alcohol. The Administration and/or the Board may also consider (5) whether the off-campus conduct involved the illegal use of drugs.

- D. A student shall not have greater discipline, punishment, or sanction for the use, sale, or possession of cannabis on school property than a student would face for the use, sale, or possession of alcohol on school property, except as otherwise required by applicable law.

III. Actions Leading to Disciplinary Action, including Removal from Class, Suspension and/or Expulsion

Conduct that is considered to violate a publicized policy of the Board includes the offenses described below. Any such conduct may lead to disciplinary action (including, but not limited to, removal from class, suspension and/or expulsion in accordance with this policy):

1. Striking or assaulting a student, member of the school staff or other person(s).
2. Theft.
3. The use of obscene or profane language or gestures, the possession and/or display of obscenity or pornographic images or the unauthorized or inappropriate possession and/or display of images, pictures or photographs depicting nudity.
4. Violation of smoking, dress, transportation regulations, or other regulations and/or policies governing student conduct.
5. Refusal to obey a member of the school staff, law enforcement authorities, or school volunteers, or disruptive classroom behavior.
6. Any act of Protected Class Harassment or reprisal or retaliation against any individual for reporting in good faith incidents of Protected Class Harassment, or who participate in the investigation of such reports.
7. Refusal by a student to respond to a staff member's request for the student to provide the student's name to a staff member when asked, misidentification of oneself to such person(s), lying to school staff members or otherwise engaging in dishonest behavior.
8. Inappropriate displays of public affection of a sexual nature and/or sexual activity on school grounds, on school transportation, or at a school-sponsored activity.

9. A walk-out from or sit-in within a classroom or school building or school grounds.
10. Blackmailing, threatening or intimidating school staff or students (or acting in a manner that could be construed to constitute blackmail, a threat, or intimidation, regardless of whether intended as a joke), including the use of AI to engage in such conduct.
11. Possession and/or use of any weapon, weapon facsimile, deadly weapon, martial arts weapon, electronic defense weapon, pistol, knife, blackjack, bludgeon, box cutter, metal knuckles, pellet gun, air pistol, explosive device, firearm, whether loaded or unloaded, whether functional or not, or any other dangerous object or instrument. The possession and/or use of any object or device that has been converted or modified for use as a weapon.
12. Possession of any ammunition for any weapon described above in Paragraph 11.
13. Unauthorized entrance into any school facility or portion of a school facility or aiding or abetting an unauthorized entrance.
14. Possession or ignition of any fireworks, combustible or other explosive materials, or ignition of any material causing a fire. Possession of any materials designed to be used in the ignition of combustible materials, including matches and lighters.
15. Possession, sale, distribution, use, or consumption of tobacco, electronic nicotine delivery systems (e.g., e-cigarettes), electronic cannabis delivery system, or vapor products, or the unlawful possession, sale, distribution, use or consumption of drugs, narcotics or alcoholic beverages (or any facsimile of tobacco, drugs, narcotics or alcoholic beverages, or any item represented to be tobacco, drugs or alcoholic beverages), including being under the influence of any such substances or aiding in the procurement of any such substances. For the purposes of this Paragraph 15, the term “electronic nicotine delivery system” shall mean an electronic device used in the delivery of nicotine or other substances to a person inhaling from the device, and includes, but is not limited to, an electronic cigarette, electronic cigar, electronic cigarillo, electronic pipe or electronic hookah and any related device and any cartridge or other component of such device, including, but not limited to, electronic cigarette liquid. For purposes of Paragraph 15, the term “electronic cannabis delivery system” shall mean an electronic device that may be used to simulate smoking in the delivery of cannabis to a person inhaling the device and includes, but is not limited to, a vaporizer, electronic pipe, electronic hookah and any related device and any cartridge or other component of such device. For the purposes of Paragraph 15, the term “vapor product” shall mean any product that employs a heating element, power source, electronic circuit or other electronic, chemical or mechanical means, regardless of shape or size, to produce a vapor

that may or may not include nicotine and is inhaled by the user of such product. For the purposes of this Paragraph 15, the term "drugs" shall include, but shall not be limited to, any medicinal preparation (prescription and non-prescription) and any controlled substance whose possession, sale, distribution, use or consumption is illegal under state and/or federal law, including cannabis.

16. Sale, distribution, or consumption of substances contained in household items; including, but not limited to glue, paint, accelerants/propellants for aerosol canisters, and/or items such as the aerators for whipped cream; if sold, distributed or consumed for the purpose of inducing a stimulant, depressant, hallucinogenic or mind-altering effect.
17. Possession of paraphernalia used or designed to be used in the consumption, sale or distribution of drugs, alcohol or tobacco, as described in Paragraph 15 above. For purposes of this policy, drug paraphernalia includes any equipment, products and materials of any kind which are used, intended for use or designed for use in planting, propagating, cultivating, growing, harvesting, manufacturing, compounding, converting, producing, processing, preparing, testing, analyzing, packaging, repackaging, storing, containing or concealing, or injecting, ingesting, inhaling or otherwise introducing controlled drugs or controlled substances into the human body, including but not limited to items such as "bongs," pipes, "roach clips," vials, tobacco rolling papers, and any object or container used, intended or designed for use in storing, concealing, possessing, distributing or selling controlled drugs or controlled substances, including cannabis.
18. The destruction of real, personal or school property, such as, cutting, defacing or otherwise damaging property in any way.
19. Accumulation of offenses such as school and class tardiness, class or study hall cutting, or failure to attend detention.
20. Trespassing on school grounds while on out-of-school suspension or expulsion.
21. Making false bomb threats or other threats to the safety of students, employees, and/or other persons.
22. Defiance of school rules and the valid authority of teachers, supervisors, administrators, other employees and/or law enforcement authorities.
23. Throwing snowballs, rocks, sticks and/or similar objects, except as specifically authorized by school employees responsible for student supervision.

24. Unauthorized and/or reckless and/or improper operation of a motor vehicle on school grounds or at any school-sponsored activity.
25. Leaving school grounds, school transportation or a school-sponsored activity without authorization.
26. Use of or copying of the academic work of another individual and presenting it as the student's own work, without proper attribution; the unauthorized use of AI for the completion of class assignments; or any other form of academic dishonesty, cheating or plagiarism.
27. Possession and/or use of a cellular telephone, radio, portable audio player, CD player, blackberry, tablet, personal data assistant, walkie talkie, Smartphone, mobile or handheld device, or similar electronic device, on school grounds, on school transportation, or at a school-sponsored activity in violation of Board policy and/or administrative regulations regulating the use of such devices.
28. Possession and/or use of a beeper or paging device on school grounds, on school transportation, or at a school-sponsored activity without the written permission of the principal or designee.
29. Unauthorized use of or tampering with any school computer, computer system, computer software, Internet connection or similar school property or system, or the use of such property or system for inappropriate purposes, including using AI in a manner that disrupts or undermines the effective operation of the school district or is otherwise seriously disruptive to the educational process.
30. Possession and/or use of a laser pointer, unless the student possesses the laser pointer temporarily for an educational purpose while under the direct supervision of a responsible adult.
31. Hazing.
32. Bullying, defined as unwanted and aggressive behavior among children in grades kindergarten to twelve, inclusive, that involves a real or perceived power imbalance.
33. Cyberbullying, defined as any act of bullying through the use of the Internet, interactive and digital technologies, cellular mobile telephone or other mobile electronic devices or any electronic communications.
34. Acting in any manner that creates a health and/or safety hazard for employees, students, third parties on school property or the public, regardless of whether the conduct is intended as a joke, including but not limited to violating school or District health and safety protocols.

35. Engaging in a plan to stage or create a violent and/or sexual situation or activity for the purposes of recording it by electronic means and/or recording such situation or activity by electronic means. Reporting recordings to school officials may warrant exceptions from disciplinary action in certain circumstances.
36. The unauthorized publication or dissemination of a recording (photographic or audio) of another individual without permission of the individual or a school employee. Reporting recordings to school officials may warrant exceptions from disciplinary action in certain circumstances.
37. Using computer systems, including email, remote learning platforms, instant messaging, text messaging, blogging or the use of social networking websites, AI, or other forms of electronic communications, to engage in any conduct prohibited by this policy.
38. Use of a privately owned electronic or technological device in violation of school rules, including the unauthorized recording (photographic or audio) of another individual without permission of the individual or a school employee.
39. Engaging in teen dating violence, defined as any act of physical, emotional or sexual abuse, including stalking, harassing and threatening, which occurs between two students who are currently in or who have recently been in a dating relationship.
40. Any action prohibited by any Federal or State law.
41. Any other violation of school rules or regulations or a series of violations which makes the presence of the student in school seriously disruptive of the educational process and/or a danger to persons or property.

IV. Discretionary and Mandatory Expulsions

- A. An administrator responsible for a school program (“responsible administrator”) may consider recommendation of expulsion of a student in **grades three to twelve, inclusive**, in a case where the responsible administrator has reason to believe the student has engaged in conduct described at Sections II.A. or II.B., above.
- B. A responsible administrator must recommend expulsion proceedings in all cases against any student in **grades kindergarten to twelve, inclusive**, whom the District Administration has reason to believe:
 1. was in **possession on school grounds, on school transportation**, or at a **school-sponsored activity** of a **deadly weapon, dangerous instrument, martial arts weapon, or firearm** as defined in 18 U.S.C. § 921 as amended from time to time; or

2. **off school grounds, possessed a firearm** as defined in 18 U.S.C. § 921, in violation of Conn. Gen. Stat. § 29-35, or **possessed and used a firearm** as defined in 18 U.S.C. § 921, a **deadly weapon**, a **dangerous instrument** or a **martial arts weapon** in the **commission of a crime** under chapter 952 of the Connecticut General Statutes; or
3. was engaged **on or off school grounds or school transportation in offering for sale or distribution a controlled substance** (as defined in Conn. Gen. Stat. § 21a-240(9)), whose manufacturing, distribution, sale, prescription, dispensing, transporting, or possessing with intent to sell or dispense, offering or administering is subject to criminal penalties under Conn. Gen. Stat. §§21a-277 and 21a-278. Sale or distribution of less than one (1) kilogram of cannabis is not subject to mandatory expulsion.

The terms “**dangerous instrument**,” “**deadly weapon**,” “**electronic defense weapon**,” “**firearm**,” and “**martial arts weapon**,” are defined above in Section I.

- C. In any preschool program provided by the Board or provided by a regional educational service center or a state or local charter school pursuant to an agreement with the Board, no **student enrolled in such a preschool program** shall be expelled from such preschool program, except an expulsion hearing shall be conducted by the Board in accordance with Section IX of this policy whenever the Administration has reason to believe that that a student enrolled in such preschool program was in **possession of a firearm** as defined in 18 U.S.C. § 921, as amended from time to time, on or off school grounds, on school transportation, or at a preschool program-sponsored event. The term “**firearm**” is defined above in Section I.
- D. Upon receipt of an expulsion recommendation, the Superintendent may conduct an inquiry concerning the expulsion recommendation.

If the Superintendent or designee determines that a student should or must be expelled, the Superintendent or designee shall forward such recommendation to the Board so that the Board can consider and act upon this recommendation.

- E. In keeping with Conn. Gen. Stat. § 10-233d and the Gun-Free Schools Act, it shall be the policy of the Board to expel a student in grades kindergarten to twelve, inclusive, for one (1) full calendar year for the conduct described in Section IV.B(1), (2) and (3) of this policy and to expel a student enrolled in a preschool program for one (1) calendar year for the conduct described in Section IV.C. For any mandatory expulsion offense, the Board may modify the term of expulsion on a case-by-case basis.

V. Procedures Governing Behavior that Causes a Serious Disruption

- A. A school principal or other school administrator shall notify a parent or guardian of a student whose behavior has caused a serious disruption to

the instruction of other students; caused self-harm; or caused physical harm to a teacher, another student, or other school employee not later than twenty-four (24) hours after such behavior occurs.

- B. Such notice shall include, but not be limited to, informing such parent or guardian that the teacher of record in the classroom in which such behavior occurred may request a behavior intervention meeting.
- C. If the teacher of record in the classroom ultimately requests a behavior intervention meeting with the crisis intervention team for the school, the parent or guardian must be notified that such meeting will occur.
- D. If a behavior intervention meeting occurs, the crisis intervention team shall, not later than seven (7) days after the behavior intervention meeting, provide to the parent or guardian of such student, in the dominant language of such parent or guardian, a written summary of such meeting, including, but not limited to, the resources and supports identified.

VI. Procedures Governing Removal from Class

- A. A student may be removed from class by a teacher or administrator if the student deliberately causes a serious disruption of the educational process. When a student is removed by a teacher, the teacher must send the student to a designated area and notify the responsible administrator or the administrator's designee at once.
- B. A student may not be removed from class more than six (6) times in one school year nor more than twice in one week unless the student is referred to the responsible administrator or the administrator's designee and granted an informal hearing at which the student should be informed of the reasons for the disciplinary action and given an opportunity to explain the situation.
- C. The parents or guardian of any minor student removed from class shall be given notice of such disciplinary action within twenty-four (24) hours of the time of the institution of such removal from class.

VII. Procedures Governing Suspension

- A. The responsible administrator or the administrator's designee shall have the right to suspend a student for breach of conduct as noted in Section II of this policy for not more than the following: five (5) consecutive school days for an in-school suspension; ten (10) consecutive school days for an out-of-school suspension for students in grades three through twelve, inclusive; or five (5) consecutive school days for an out-of-school suspension for students in grades preschool to two, inclusive. In cases where suspension is contemplated, the following procedures shall be followed.
 - 1. Unless an emergency situation exists, no student shall be suspended prior to having an informal hearing before the responsible administrator or the administrator's designee at which

the student is informed of the alleged misconduct and given an opportunity to respond. In the event of an emergency, the informal hearing shall be held as soon after the suspension as possible.

2. If suspended, such suspension shall be an in-school suspension, except the responsible administrator or the administrator's designee may impose an out-of-school suspension on any student:
 - a. in grades three to twelve, inclusive, if, during the informal hearing, (i) the responsible administrator or the administrator's designee determines that the student poses such a danger to persons or property or such a disruption of the educational process that the student should be excluded from school during the period of suspension; or (ii) the responsible administrator or the administrator's designee determines that an out-of-school suspension is appropriate based on evidence of (A) the student's previous disciplinary problems that have led to suspensions or expulsion of such student, and (B) previous efforts by the District Administration to address the student's disciplinary problems through means other than out-of-school suspension or expulsion, including positive behavioral support strategies, or
 - b. in grades preschool to two, inclusive, if the responsible administrator or the administrator's designee
 - (i) determines that an out-of-school suspension is appropriate for such student based on evidence that such student's conduct on school grounds is behavior that caused physical harm;
 - (ii) requires that such student receives services that are trauma-informed and developmentally appropriate and align with any behavioral intervention plan, individualized education program ("IEP") or plan pursuant to Section 504 of the Rehabilitation Act of 1973 ("Section 504") for such student upon such student's return to school immediately following the out-of-school suspension; and
 - (iii) considers whether to convene a Planning and Placement Team ("PPT") meeting for the purposes of conducting an evaluation to determine whether such student may require special education or related services.
3. Evidence of past disciplinary problems that have led to removal from a classroom, suspension, or expulsion of a student who is the subject of an informal hearing may be received by responsible administrator or the administrator's designee, but only considered in the determination of the length of suspensions.

4. By telephone, responsible administrator or the administrator's designee shall make reasonable attempts to immediately notify the parent or guardian of a minor student following the suspension and to state the cause(s) leading to the suspension.
5. Whether or not telephone contact is made with the parent or guardian of such minor student, responsible administrator or the administrator's designee shall forward a letter promptly to such parent or guardian to the last address reported on school records (or to a newer address if known by the responsible administrator or the administrator's designee), offering the parent or guardian an opportunity for a conference to discuss same.
6. In all cases, the parent or guardian of any minor student who has been suspended shall be given notice of such suspension within twenty-four (24) hours of the time of the institution of the suspension.
7. Not later than twenty-four (24) hours after the commencement of the suspension, the responsible administrator or the administrator's designee shall also notify the Superintendent or designee of the name of the student being suspended and the reason for the suspension.
8. The student shall be allowed to complete any classwork, including examinations, without penalty, which the student missed while under suspension.
9. The Administration may, in its discretion, shorten or waive the suspension period for a student who has not previously been suspended or expelled, if the student completes an Administration-specified program and meets any other conditions required by the Administration. Such Administration-specified program shall not require the student and/or the student's parents to pay for participation in the program. The Superintendent may delegate this authority to building or program level administrators.
10. Notice of the suspension shall be recorded in the student's cumulative educational record. Such notice shall be expunged from the cumulative educational record if the student graduates from high school. In cases where the student's period of suspension is shortened or waived in accordance with Section VII.A(9), above, the Administration may choose to expunge the suspension notice from the cumulative record at the time the student completes the Administration-specified program and meets any other conditions required by the Administration. The Superintendent may delegate this authority to building or program level administrators.
11. If the student has not previously been suspended or expelled, and the Administration chooses to expunge the suspension notice from the student's cumulative record prior to graduation, the

Administration may refer to the existence of the expunged disciplinary notice, notwithstanding the fact that such notice may have been expunged from the student's cumulative file, for the limited purpose of determining whether any subsequent suspensions or expulsions by the student would constitute the student's first such offense.

12. The decision of the responsible administrator or the administrator's designee with regard to disciplinary actions up to and including suspensions shall be final.

 13. During any period of suspension served out of school, the student shall not be permitted to be on school property and shall not be permitted to attend or participate in any school-sponsored activities, unless the responsible administrator or the administrator's designee specifically authorizes the student to enter school property for a specified purpose or to participate in a particular school-sponsored activity.
- B. In cases where a student's suspension will result in the student being suspended more than ten (10) times or for a total of fifty (50) days in a school year, whichever results in fewer days of exclusion, the student shall, prior to the pending suspension, be granted a formal hearing before the Board. The responsible administrator or the administrator's designee shall report the student to the Superintendent or designee and request a formal Board hearing. If an emergency situation exists, such hearing shall be held as soon after the suspension as possible.

VIII. Procedures Governing In-School Suspension

- A. The responsible administrator or the administrator's designee may impose in-school suspension in cases where a student's conduct endangers persons or property, violates school policy or seriously disrupts the educational process as determined by the responsible administrator or the administrator's designee.
- B. In-school suspension may not be imposed on a student without an informal hearing by responsible administrator or the administrator's designee.
- C. In-school suspension may be served in the school or program that the student regularly attends or in any other school building within the jurisdiction of the Board.
- D. No student shall be placed on in-school suspension more than fifteen (15) times or for a total of fifty (50) days in one school year, whichever results in fewer days of exclusion.

- E. The parents or guardian of any minor student placed on in-school suspension shall be given notice of such suspension within twenty-four (24) hours of the time of the institution of the period of the in-school suspension.

IX. Procedures Governing Expulsion Hearing

A. ***Emergency Exception:***

Except in an emergency situation, the Board shall, prior to expelling any student, conduct a hearing to be governed by the procedures outlined herein and consistent with the requirements of Conn. Gen. Stat. § 10-233d or Conn. Gen. Stat. § 10-233l, if applicable, as well as the applicable provisions of the Uniform Administrative Procedures Act, Conn. Gen. Stat. §§ 4-176e to 4-180a, and § 4-181a. Whenever an emergency exists, the hearing provided for herein shall be held as soon as possible after the expulsion.

B. ***Hearing Panel:***

1. Expulsion hearings conducted by the Board will be heard by any three or more Board members. A decision to expel a student must be supported by a majority of the Board members present, provided that no less than three (3) affirmative votes to expel are cast.
2. Alternatively, the Board may appoint an impartial hearing board composed of one (1) or more persons to hear and decide the expulsion matter, provided that no member of the Board may serve on such panel.

C. ***Hearing Notice and Rights of the Student and Parent(s)/Guardian(s):***

1. Written notice of the expulsion hearing must be given to the student, and, if the student is a minor, to the student's parent(s) or guardian(s) at least five (5) business days before such hearing, not including the day of such hearing.
2. A copy of this Board policy on student discipline shall also be given to the student, and if the student is a minor, to the student's parent(s) or guardian(s), at the time the notice is sent that an expulsion hearing will be convened.
3. The written notice of the expulsion hearing shall inform the student of the following:
 - a. The date, time, place and nature of the hearing, including if the hearing will be held virtually, via video conference.
 - b. The legal authority and jurisdiction under which the hearing is to be held, including a reference to the particular sections of the legal statutes involved.

- c. A short, plain description of the conduct alleged by the Superintendent or designee.
- d. The student may present as evidence relevant testimony and documents concerning the conduct alleged and the appropriate length and conditions of expulsion; and that the expulsion hearing may be the student's sole opportunity to present such evidence.
- e. The student may cross-examine witnesses called by the Superintendent or designee.
- f. The student may be represented by an attorney or other advocate of the student's choice at the student's expense or at the expense of the student's parent(s) or guardian(s).
- g. A student is entitled to the services of a translator or interpreter, to be provided by the Board, whenever the student or the student's parent(s) or guardian(s) requires the services of an interpreter because they do not speak the English language or are disabled.
- h. The conditions under which the Board is not legally required to give the student an alternative educational opportunity (if applicable).
- i. Information concerning the parent's(s') or guardian's(s') and the student's legal rights and about free or reduced-rate legal services and how to access such services.
- j. The parent(s) or guardian(s) of the student have the right to have the expulsion hearing postponed for up to one week to allow time to obtain representation, except that if an emergency exists, such hearing shall be held as soon after the expulsion as possible.

D. ***Hearing Procedures:***

- 1. The hearing will be conducted by the Presiding Officer, who will call the meeting to order, introduce the parties, Board members and others participating in the hearing (if applicable), briefly explain the hearing procedures, and swear in any witnesses called by the Superintendent/designee or the student. If an impartial board or more than one person has been appointed, the impartial board shall appoint a Presiding Officer.
- 2. The hearing will be conducted in executive session. A verbatim record of the hearing will be made, either by tape or digital recording or by a stenographer. A record of the hearing will be maintained, including the verbatim record, all written notices and

documents relating to the case and all evidence received or considered at hearing.

3. The Superintendent or designee shall bear the burden of production to come forward with evidence to support its case and shall bear the burden of persuasion. The standard of proof shall be a preponderance of the evidence.
4. Formal rules of evidence will not be followed. The Board (or the impartial board) has the right to accept hearsay and other evidence if it deems that evidence relevant or material to its determination. The Presiding Officer will rule on testimony or evidence as to it being immaterial, irrelevant and/or any other objections to its submission.
5. The hearing will be conducted in two (2) parts. In the first part of the hearing, the Board (or the impartial board) will receive and consider evidence regarding the conduct alleged by the Administration.
6. In the first part of the hearing, the charges will be introduced into the record by the Superintendent or designee.
7. Each witness for the Superintendent or designee will be called and sworn. After a witness has finished testifying, the witness will be subject to cross-examination by the opposite party or the witness' legal counsel, by the Presiding Officer and by Board members (or the impartial board).
8. The student shall not be compelled to testify at the hearing.
9. After the Superintendent or designee has presented the Administration's case, the student will be asked if the student has any witnesses or evidence to present concerning the charges. If so, the witnesses will be sworn, will testify, and will be subject to cross examination and to questioning by the Superintendent or designee, the Presiding Officer and/or by the Board (or the impartial board). The student may also choose to make a statement at this time. If the student chooses to make a statement, the student will be sworn and subject to cross examination and questioning by the Superintendent or designee, the Presiding Officer and/or by the Board (or the impartial board). Concluding statements will be made by the Superintendent or designee and then by the student and/or the student's representative.
10. In cases where the student has denied the allegation, the Board (or the impartial board) must determine whether the student committed the offense(s) as charged by the Superintendent or designee.
11. If the Board (or the impartial board) determines that the student has committed the conduct as alleged, then the Board (or the impartial board) shall proceed with the second portion of the

hearing, during which the Board (or the impartial board) will receive and consider relevant evidence regarding the length and conditions of expulsion.

12. When considering the length and conditions of expulsion, the Board (or the impartial board) may review the student's attendance, academic and past disciplinary records. The Board (or the impartial board) may not review notices of prior expulsions or suspensions which have been expunged from the student's cumulative record, except as so provided in Section VII.A (9), (10), (11), above, and Section XI, below. The Board (or the impartial board) may ask the Superintendent or designee for a recommendation as to the discipline to be imposed.
13. Evidence of past disciplinary problems that have led to removal from a classroom, suspension or expulsion of a student being considered for expulsion may be considered only during the second portion of the hearing, during which the Board (or the impartial board) is considering length of expulsion and nature of alternative educational opportunity to be offered.
14. Where administrators presented the case in support of the charges against the student, neither such administrative staff nor the Superintendent or designee shall be present during the deliberations of the Board (or the impartial board) either on questions of evidence or on the final discipline to be imposed. The Superintendent or designee may, after reviewing the incident with administrators, and reviewing the student's records, make a recommendation to the Board (or the impartial panel) as to the appropriate discipline to be applied.
15. The Board (or the impartial board) shall make findings as to the truth of the charges, if the student has denied them; and, in all cases, the disciplinary action, if any, to be imposed. While the hearing itself is conducted in executive session, the vote regarding expulsion must be made in open session and in a manner that preserves the confidentiality of the student's name and other personally identifiable information.
16. Except for a student who has been expelled based on possession of a firearm or deadly weapon as described in subsection IV.B(1) and (2) above, the Board (or the impartial board) may, in its discretion, shorten or waive the expulsion period for a student who has not previously been suspended or expelled, if the student completes a Board-specified program and meets any other conditions required by the Board (or the impartial board). The Board-specified program shall not require the student and/or the student's parents to pay for participation in the program.
17. The Board (or the impartial board) shall report its final decision in writing to the student, or if such student is a minor, also to the parent(s) or guardian(s), stating the reasons on which the decision

is based, and the disciplinary action to be imposed. Said decision shall be based solely on evidence presented at the hearing. The parents or guardian or any minor student who has been expelled shall be given notice of such disciplinary action within twenty-four (24) hours of the time of the institution of the period of the expulsion.

18. The hearing may be conducted virtually, via video conference, at the direction of the Board (or the impartial board), in the event school buildings are closed to students or individuals are provided limited access to school buildings due to a serious health or other emergency. Any virtual hearing must provide the student the due process rights identified in this Subsection D.

E. ***Presence on School Grounds, on School Transportation, and Participation in School-Sponsored Activities During Expulsion:***

During the period of expulsion, the student shall not be permitted to be on school property or on school transportation, and shall not be permitted to attend or participate in any school-sponsored activities, except for the student's participation in any alternative educational opportunity provided by the District in accordance with this policy, unless the Superintendent or designee specifically provides written permission for the student to enter

school property or school transportation for a specified purpose or to participate in a particular school-sponsored activity.

F. ***Stipulated Agreements:***

In lieu of the procedures used in this Section, the Superintendent or designee and the parent(s) or legal guardian(s) of a student facing expulsion may choose to enter into a Joint Stipulation of the Facts and a Joint Recommendation to the Board concerning the length and conditions of expulsion. Such Joint Stipulation and Recommendation shall include language indicating that the parent(s) or legal guardian(s) understand their right to have an expulsion hearing held pursuant to these procedures, and language indicating that the Board, in its discretion, has the right to accept or reject the Joint Stipulation of Facts and Recommendation. If the Board (or the impartial board) rejects either the Joint Stipulation of Facts or the Recommendation, an expulsion hearing shall be held pursuant to the procedures outlined herein. If the student is eighteen years of age or older, the student shall have the authority to enter into a Joint Stipulation and Recommendation on the student's own behalf.

If the parties agree on the facts, but not on the disciplinary recommendation, the Superintendent or designee and the parents (or legal guardians) of a student facing expulsion may also choose to enter into a Joint Stipulation of the Facts and submit only the Stipulation of the Facts to the Board (or the impartial board) in lieu of holding the first part of the hearing, as described above. Such Joint Stipulation shall include language indicating that the parents and/or student over the age of 18 understand their right to have a hearing to determine whether the student engaged in

the alleged misconduct and that the Board, in its discretion, has the right to accept or reject the Joint Stipulation of Facts. If the Board (or the impartial board) rejects the Joint Stipulation of Facts, a full expulsion hearing shall be held pursuant to the procedures outlined herein.

X. Alternative Educational Opportunities for Expelled Students

A. ***Students under sixteen (16) years of age:***

Whenever the Board expels a student under sixteen (16) years of age, it shall offer any such student an alternative educational opportunity.

B. ***Students sixteen (16) to eighteen (18) years of age:***

1. The Board shall provide an alternative educational opportunity to a sixteen (16) to eighteen (18) year-old student expelled for the first time if the student requests it and if the student agrees to the conditions set by the Board (or the impartial board). Such alternative educational opportunity may include, but shall not be limited to, the placement of a student who is at least seventeen years of age in an adult education program. Any student participating in an adult education program during a period of

expulsion shall not be required to withdraw from school as a condition to participation in the adult education program.

2. The Board is not required to offer an alternative educational opportunity to any student between the ages of sixteen (16) and eighteen (18) who is expelled for a second, or subsequent, time.

3. The Board shall count the expulsion of a student when the student was under sixteen (16) years of age for purposes of determining whether an alternative educational opportunity is required for such student when the student is between the ages of sixteen and eighteen.

C. ***Students eighteen (18) years of age or older:***

The Board is not required to offer an alternative educational opportunity to expelled students eighteen (18) years of age or older.

D. **Content of Alternative Educational Opportunity**

1. For the purposes of Section X, and subject to Subsection X.E, below, any alternative educational opportunity to which an expelled student is statutorily entitled shall be (1) alternative education, as defined by Conn. Gen. Stat. § 10-74j and in accordance with the *Standards for Educational Opportunities for Students Who Have Been Expelled*, adopted by the Connecticut State Board of Education (“CSBE”), with an individualized

learning plan, if the Board provides such alternative education, or (2) in accordance with the *Standards for Educational Opportunities for Students Who Have Been Expelled*, adopted by the CSBE.

2. The Superintendent or designee shall develop administrative regulations concerning alternative educational opportunities, which administrative regulations shall be in compliance with the standards adopted by the CSBE. Such administrative regulations shall include, but are not limited to, provisions to address student placement in alternative education; individualized learning plans; monitoring of students placements and performance; and a process for transition planning.

E. ***Students identified as eligible for services under the Individuals with Disabilities Education Act (“IDEA”):***

Notwithstanding Subsections X.A. through D. above, if the Board expels a student who has been identified as eligible for services under the Individuals with Disabilities Education Act (“IDEA”), it shall offer an alternative educational opportunity to such student in accordance with the requirements of IDEA, as it may be amended from time to time, and in

accordance with the *Standards for Educational Opportunities for Students Who Have Been Expelled*, adopted by the CSBE.

F. ***Students for whom an alternative educational opportunity is not required:***

The Board may offer an alternative educational opportunity to a student for whom such alternative educational opportunity is not required by law or as described in this policy. In such cases, the Board, or if delegated by the Board, the Administration, shall determine the components, including nature, frequency and duration of such services, of any such alternative educational opportunity.

XI. Notice of Student Expulsion on Cumulative Record

Notice of expulsion and the conduct for which the student was expelled shall be included on the student’s cumulative educational record. Such notice, except for notice of an expulsion of a student in grades nine through twelve, inclusive, based upon possession of a firearm or deadly weapon, shall be expunged from the cumulative educational record by the District if the student graduates from high school.

In cases where the student’s period of expulsion is shortened or waived in accordance with Section IX.D(16), above, the Board may choose to expunge the expulsion notice from the cumulative record at the time the student completes the Board-specified program and meets any other conditions required by the Board. Except as may be specified by the Board in an expulsion hearing decision, the

Board delegates the authority to make decisions pertaining to expungement to the Superintendent.

If a student's period of expulsion was not shortened or waived, the Board may choose to expunge the expulsion notice from the student's cumulative record prior to graduation if such student has demonstrated to the Board that the student's conduct and behavior in the years following such expulsion warrants an expungement. In deciding whether to expunge the expulsion notice, the Board may receive and consider evidence of any subsequent disciplinary problems that have led to removal from a classroom, suspension or expulsion of the student. Except as may be specified by the Board in an expulsion hearing decision, the Board delegates the authority to make decisions pertaining to expungement to the Superintendent.

If the student has not previously been suspended or expelled, and the Administration chooses to expunge the expulsion notice from the student's cumulative record prior to graduation, the Administration may refer to the existence of the expunged notice, notwithstanding the fact that such notice may have been expunged from the student's cumulative file, for the limited purpose of determining whether any subsequent suspension or expulsion by the student would constitute the student's first such offense.

XII. Change of Residence During Expulsion Proceedings

A. *Student moving into the District:*

1. If a student enrolls in the District while an expulsion hearing is pending in another public school district, such student shall not be excluded from school pending completion of the expulsion hearing unless an emergency exists, as defined above. The Board shall retain the authority to suspend the student or to conduct its own expulsion hearing. The procedures outlined above in Section IX and consistent with the requirements of Conn. Gen. Stat. § 10-233d or Conn. Gen. Stat. § 10-233l, if applicable, as well as the applicable provisions of the Uniform Administrative Procedures Act, Conn. Gen. Stat. §§ 4-176e to 4-180a, and § 4-181a shall be utilized for any hearing conducted under this section.
2. Where a student enrolls in the District during the period of expulsion from another public school district, the Board may adopt the decision of the student expulsion hearing conducted by such other school district. The student shall be excluded from school pending such hearing. The excluded student shall be offered an alternative educational opportunity in accordance with statutory requirements. The Board (or the impartial board) shall make its determination pertaining to expulsion based upon a hearing held by the Board (or the impartial board), which hearing shall be limited to a determination of whether the conduct which was the basis of the previous public school district's expulsion would also warrant expulsion by the Board. The procedures outlined above in Section IX and consistent with the requirements of Conn. Gen. Stat. § 10-233d or Conn. Gen. Stat. § 10-233l, if applicable, as well as the

applicable provisions of the Uniform Administrative Procedures Act, Conn. Gen. Stat. §§ 4-176e to 4-180a, and § 4-181a shall be utilized for any hearing conducted under this section.

B. ***Student moving out of the District:***

Where a student withdraws from school after having been notified that an expulsion hearing is pending, but before a decision has been rendered by the Board, the notice of the pending expulsion hearing shall be included on the student's cumulative record and the Board shall complete the expulsion hearing and render a decision. If the Board subsequently renders a decision to expel the student, a notice of the expulsion shall be included on the student's cumulative record.

XIII. Procedures Governing Suspension and Expulsion of Students Identified as Eligible for Services under the Individuals with Disabilities Education Act ("IDEA")

A. ***Suspension of IDEA students:***

Notwithstanding the foregoing, if a responsible administrator suspends a student identified as eligible for services under the IDEA (an "IDEA

student") who has violated any rule or code of conduct of the District that applies to all students, the following procedures shall apply:

1. The responsible administrator shall make reasonable attempts to immediately notify the parents of the student of the decision to suspend on the date on which the decision to suspend was made, and a copy of the special education procedural safeguards must either be hand-delivered or sent by mail to the parents on the date that the decision to suspend was made.
2. During the period of suspension, the District is not required to provide any educational services to the IDEA student beyond that which is provided to all students suspended by the District.

B. ***Expulsion and Suspensions that Constitute Changes in Placement for IDEA students:***

Notwithstanding any provision to the contrary, if the Administration recommends for expulsion an IDEA student who has violated any rule or code of conduct of the District that applies to all students, the procedures described in this section shall apply. The procedures described in this section shall also apply for students whom the Administration has suspended in a manner that is considered under the IDEA, as it may be amended from time to time, to be a change in educational placement:

1. Upon the decision by the Administration to recommend expulsion or impose a suspension that would constitute a change in educational placement, the Administration shall promptly notify

the parent(s)/guardian(s) of the student of the recommendation of expulsion or the suspension that would constitute a change in educational placement, and provide the parents(s)/guardian(s) a copy of the special education procedural safeguards either by hand-delivery or by mail (unless other means of transmission have been arranged).

2. The District shall immediately convene the student's planning and placement team ("PPT"), but in no case later than ten (10) school days after the recommendation for expulsion or the suspension that constitutes a change in placement was made. The student's PPT shall consider the relationship between the student's disability and the behavior that led to the recommendation for expulsion or the suspension which constitutes a change in placement, in order to determine whether the student's behavior was a manifestation of the student's disability.
3. If the student's PPT finds that the behavior was a manifestation of the student's disability, the Administration shall not proceed with the recommendation for expulsion or the suspension that constitutes a change in placement.
4. If the student's PPT finds that the behavior was not a manifestation of the student's disability, the Administration may proceed with the recommended expulsion or suspension that constitutes a change in placement.
5. During any period of expulsion, or suspension of greater than ten (10) days per school year, the Administration shall provide the student with an alternative education program in accordance with the provisions of the IDEA.
6. When determining whether to recommend an expulsion or a suspension that constitutes a change in placement the responsible administrator (or designee) should consider the nature of the misconduct and any relevant educational records of the student.

C. ***Removal of Special Education Students for Certain Offenses:***

1. A responsible administrator may remove a student eligible for special education under the IDEA to an appropriate interim alternative educational setting for not more than forty-five (45) school days if the student:
 - a. Was in possession of a dangerous weapon, as defined in 18 U.S.C. 930(g)(2), as amended from time to time, on school grounds, on school transportation, or at a school-sponsored activity, or
 - b. Knowingly possessed or used illegal drugs or sold or solicited the sale of a controlled substance while at school,

on school transportation, or at a school-sponsored activity;
or

- c. Has inflicted serious bodily injury upon another person while at school, on school premises, on school transportation, or at a school function.

2. The following definitions shall be used for this subsection XIII.C.:

- a. **Dangerous weapon** means a weapon, device, instrument, material, or substance, animate or inanimate, that is used for, or is readily capable of, causing death or serious bodily injury, except that such term does not include a pocket knife with a blade of less than 2.5 inches in length.
- b. **Controlled substance** means a drug or other substance identified under schedules I, II, III, IV, or V in section 202(c) of the Controlled Substances Act, 21 U.S.C. 812(c).
- c. **Illegal drug** means a controlled substance but does not include a substance that is legally possessed or used under the supervision of a licensed health-care professional or that is legally possessed or used under any other authority

under the Controlled Substances Act or under any other provision of federal law.

- d. **Serious bodily injury** means a bodily injury which involves: (A) a substantial risk of death; (B) extreme physical pain; (C) protracted and obvious disfigurement; or (D) protracted loss or impairment of the function of a bodily member, organ, or mental faculty.

XIV. Procedures Governing Expulsions for Students Identified as Eligible under Section 504

- A. Except as provided in subsection B below, notwithstanding any provision to the contrary, if the Administration recommends for expulsion a student identified as eligible for educational accommodations under Section 504 who has violated any rule or code of conduct of the District that applies to all students, the following procedures shall apply:
 1. The parents of the student must be notified of the decision to recommend the student for expulsion.
 2. The District shall immediately convene the student's Section 504 team ("504 team") for the purpose of reviewing the relationship between the student's disability and the behavior that led to the recommendation for expulsion. The 504 team will determine whether the student's behavior was a manifestation of the student's disability.

3. If the 504 team finds that the behavior was a manifestation of the student's disability, the Administration shall not proceed with the recommended expulsion.
 4. If the 504 team finds that the behavior was not a manifestation of the student's disability, the Administration may proceed with the recommended expulsion.
- B. The Board may take disciplinary action for violations pertaining to the use or possession of illegal drugs or alcohol against any student with a disability who currently is engaging in the illegal use of drugs or alcohol to the same extent that such disciplinary action is taken against nondisabled students. Thus, when a student with a disability is recommended for expulsion based solely on the illegal use or possession of drugs or alcohol, the 504 team *shall not be required to meet* to review the relationship between the student's disability and the behavior that led to the recommendation for expulsion.

XV. Procedures Governing Expulsions for Students Placed in a Juvenile Detention Center

- A. Any student who commits an expellable offense and is subsequently placed in a juvenile detention center or any other residential placement for such offense may be expelled by the Board in accordance with the provisions of this section. The period of expulsion shall run concurrently with the period of placement in a juvenile detention center or other residential placement.
- B. If a student who committed an expellable offense seeks to return to the District after participating in a diversionary program or having been placed in a juvenile detention center or any other residential placement and such student has not been expelled by the Board for such offense under subdivision (A) of this subsection, the Board shall allow such student to return and may not expel the student for additional time for such offense.

XVI. Early Readmission to School

An expelled student may apply for early readmission to school. The Board delegates the authority to make decisions on readmission requests to the Superintendent. Students desiring readmission to school shall direct such readmission requests to the Superintendent. The Superintendent has the discretion to approve or deny such readmission requests, and may condition readmission on specified criteria.

XVII. Dissemination of Policy

The District shall, at the beginning of each school year and at such other times as it may deem appropriate, provide for an effective means of informing all students, parent(s) and/or guardian(s) of this policy.

XVIII. Compliance with Documentation and Reporting Requirements

- A. The District shall include on all disciplinary reports the individual student's state-assigned student identifier (SASID).
- B. The District shall report all suspensions and expulsions to the State Department of Education.
- C. If the Board expels a student for sale or distribution of a controlled substance, as defined in Conn. Gen. Stat. § 21a-240(9), whose manufacture, distribution, sale, prescription, dispensing, transporting or possessing with the intent to sell or dispense, offering, or administration is the subject to criminal penalties under Conn. Gen. Stat. §§ 21a-277 and 21a-278, the District shall refer such student to an appropriate state or local agency for rehabilitation, intervention or job training and inform the agency of its action.
- D. If the Board expels a student for possession of a firearm, as defined in 18 U.S.C. § 921, or deadly weapon, dangerous instrument or martial arts weapon, as defined in Conn. Gen. Stat. § 53a-3, the District shall report the violation to the local police.

Legal References:

Connecticut General Statutes:

§ 10-16	Length of school year
§ 10-74j	Alternative education
§§ 4-176e through 4-180a and § 4-181a	Uniform Administrative Procedures Act
§ 10-222d	Safe school climate plans. Definitions. Safe school climate assessments
§§ 10-233a through 10-233f	Suspension and expulsion of students
§ 10-233l	Expulsion and suspension of children in preschool programs
§ 10-253	School privileges for children in certain placements, nonresident children, children in temporary shelters, homeless children and children in juvenile detention facilities. Liaison to facilitate transitions between school districts and juvenile and criminal justice systems.
§ 19a-342a	Use of electronic nicotine delivery system or vapor product prohibited. Exceptions. Signage required. Penalties
§ 21a-240	Definitions
§ 21a-277	Penalty for illegal manufacture, distribution, sale, prescription, dispensing
§ 21a-278	Penalty for illegal manufacture, distribution, sale, prescription, or administration by non-drug-dependent person
§§ 21a-408a through 408p	Palliative Use of Marijuana

- § 29-35 Carrying of pistol or revolver without permit prohibited.
Exceptions
- § 29-38 Weapons in vehicles
- § 53a-3 Definitions
- § 53-206 Carrying of dangerous weapons prohibited
- § 53-344 Sale or delivery of cigarettes or tobacco products to
persons under twenty-one.
- § 53-344b Sale and delivery of electronic nicotine delivery system or
vapor products to persons under twenty-one years or age

Public Act 24-45, “An Act Concerning Education Mandate Relief, School Discipline and Disconnected Youth.”

Public Act 24-93, “An Act Concerning Various and Assorted Revisions to the Education Statutes.”

Packer v. Board of Educ. of the Town of Thomaston, 717 A.2d 117 (Conn. 1998).
State v. Hardy, 896 A.2d 755 (Conn. 2006).
State v. Guzman, 955 A.2d 72 (Conn. App. Ct. 2008).

Connecticut State Department of Education, *Standards for Educational Opportunities for Students Who Have Been Expelled*, adopted January 3, 2018.

Federal law:

Individuals with Disabilities Education Act, 20 U.S.C. 1400 *et seq.*, as amended by the Individuals with Disabilities Education Improvement Act of 2004, Pub. L. 108-446.
 Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. § 794(a).
 18 U.S.C. § 921 (definition of “firearm”)
 18 U.S.C. § 930(g)(2) (definition of “dangerous weapon”)
 18 U.S.C. § 1365(h)(3) (identifying “serious bodily injury”)
 21 U.S.C. § 812(c) (identifying “controlled substances”)
 34 C.F.R. § 300.530 (defining “illegal drugs”)
 Gun-Free Schools Act, 20 U.S.C. § 7961
Honig v. Doe, 484 U.S. 305 (1988)
 U.S. Department of Education Office for Civil Rights, U.S. Department of Justice Civil Rights Division, *Resource on Confronting Racial Discrimination in Student Discipline (May 2023)*

Approved: June 20, 2023
 Revised:

NEW MILFORD PUBLIC SCHOOLS
 New Milford, Connecticut

**ADMINISTRATIVE REGULATIONS REGARDING ALTERNATIVE
EDUCATIONAL OPPORTUNITIES FOR EXPELLED STUDENTS**

I. Applicability of these Administrative Regulations

These administrative regulations shall apply in cases when, pursuant to state law, a student in the New Milford Public Schools (the “District”) is entitled to an alternative educational opportunity during a period of expulsion.

II. Responsible Personnel

The administrator responsible for a school program (“responsible administrator”) from which the student has been expelled, or designee(s), shall maintain responsibility for compliance with these administrative regulations relative to the individual student who is being provided with the alternative educational opportunity.

III. Student Placement Procedures

- A. After a student has been expelled, and unless extraordinary circumstances exist, the responsible administrator, or designee(s), will take the following steps:
1. Meet with the expelled student’s parent(s)/guardian(s) prior to the student’s placement in an alternative educational setting to provide information concerning the potentially appropriate alternative educational opportunities for the student and to inform the parent(s)/guardian(s) and student of the right to apply for early readmission to school in accordance with Conn. Gen. Stat. Section 10-233d(j).
 2. Consult with relevant school personnel from the school from which the student was expelled, who are knowledgeable about the student, to obtain information regarding the student’s academic, social, and behavioral history that will help inform the decision concerning an appropriate alternative educational opportunity. Such information may be gathered by written reports.
 3. After placement options have been shared with the parent(s)/guardian(s), convene a placement meeting at which all alternative educational opportunities are explored and a placement decision is made.

- B. The educational programming and placement for expelled students who are eligible to receive special education and related services under the Individuals with Disabilities Education Act (“IDEA”) shall be determined by the student’s Planning and Placement Team (“PPT”). In such case, Subsection A above shall not apply.

IV. Individualized Learning Plan

A. Development of the Individualized Learning Plan

After the student has been accepted into an alternative educational placement, the responsible administrator, or designee, will develop an Individualized Learning Plan (“ILP”) that will govern the programming for the student for the period of expulsion. To develop the ILP, the responsible administrator, or designee, will collaborate with school personnel from the school or program from which the student was expelled, the student and the parent/guardian, and will review all relevant student records.

B. Contents of the Individualized Learning Plan

1. The ILP will reference student records with information relevant to the provision of an alternative educational opportunity. These records may include:
 - a. Student success plan (for students who have a student success plan as mandated by state law, the student success plan may inform the ILP but does not replace the ILP);
 - b. Individualized education program (“IEP”);
 - c. Section 504 Plan;
 - d. Individualized health care plan or emergency care plan; and/or
 - e. Other relevant academic and behavioral data.
2. The ILP will address the following:
 - a. The student’s academic and behavioral needs and appropriate academic and behavioral goals and interventions, including the student’s core classes at the time of expulsion and the student’s current placement or progress in the curriculum for those classes so that the student has an opportunity to continue to progress in the

Board's academic program and earn graduation credits, if applicable;

- b. Benchmarks to measure progress towards the goals and ultimately, progress towards graduation;
- c. Provision for the timing and method for reviewing the student's progress in the alternative educational opportunity and for communicating that progress to the parent/guardian or student. For most students, monitoring and reviewing the student's progress will include monitoring the student's attendance, work completion and progress toward meeting the relevant academic standards for particular coursework, and thus progressing toward graduation, if applicable. The student's progress and grades will be communicated to the parents/guardians or student with the same frequency as similar progress for students in the regular school environment is reported and communicated to parents/guardians or students. The student's progress and grades will also be reported to the school or program from which the student was expelled;
- d. Provision for the timely transfer of the student's records both from the student's school or program to the alternative educational opportunity provider, and also from the alternative educational opportunity provider to the student's school or program; and
- e. The possibility of early readmission to the school or program from which the student was expelled and the early readmission criteria, if any, established by the Board or Superintendent, as applicable.

V. Review of Student's Placement in Alternative Educational Opportunity and Individualized Learning Plan

- A. A review of the appropriateness of the placement must occur at least once per marking period.
- B. The placement review must include:
 - 1. Review of the ILP to (1) assess progress and make adjustments as necessary and (2) determine its alignment with the goals of the student's IEP, where applicable; and

2. Consideration of opportunities for early readmission as set forth in the ILP, as established by the Board or Superintendent, as applicable.

VI. Transition Plan for Readmission

- A. Before a student is readmitted to the school or program from which the student was expelled, relevant staff should provide an opportunity to meet with the parents/guardians and student to discuss the student's readmission. As part of the readmission process and the student's ILP, the responsible administrator, or designee, should consider:
 1. Efforts to readmit the student at a semester starting point (at the high school level);
 2. A plan to transfer the student's credits and records back to the school or program from which the student was expelled:
 - a. The District will award an expelled high school student appropriate high school credit for work satisfactorily completed during the period the student participates in the alternative educational opportunity and will transfer relevant records back to the school or program from which the student was expelled;
 - b. The District will provide an expelled student transferring to a new school district a progress summary of all work completed during the course of the student's expulsion, and will indicate the course credit earned by the student for that work.
 3. The student's need for academic and other supports upon returning to school; and
 4. Efforts to connect the returning student with opportunities to participate in extracurricular activities.
- B. In the event the responsible administrator, or designee, determines that a student's alternative educational opportunity is no longer beneficial to the student, but it remains inappropriate to return the student to the school or program from which the student was expelled, a plan for a different alternative educational opportunity may be developed in accordance with the procedures outlines in these Administrative Regulations.

Legal References:

Connecticut General Statutes:

Conn. Gen. Stat. § 10-233d

Federal law:

Individuals with Disabilities Education Act, 20 U.S.C. 1400 *et seq.*, as amended by the Individuals with Disabilities Education Improvement Act of 2004, Pub. L. 108-446.

Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. § 794(a).

Connecticut State Department of Education, *Standards for Educational Opportunities for Students Who Have Been Expelled* (January 3, 2018).

Regulation approved: June 20, 2023

Regulation revised:

(Sample Letter)
NEW MILFORD PUBLIC SCHOOLS
25 Sunny Valley Road, Suite A
New Milford, CT 06776

(Date)

CERTIFIED MAIL - RETURN RECEIPT REQUESTED & U.S. MAIL

*(Parent) (If the Student is aged 18 or older, this notice should be sent directly to the student, with copies to the parent(s)).
(Parent's/Student's Address)*

*(Non-custodial Parent, if applicable)
(Parent's Address)*

Re: Expulsion Hearing Concerning Student Name; D.O.B.; State-Assigned Student Identifier (SASID)

Dear *(Parent/Guardian)*:

In accordance with the New Milford Board of Education Policy , I am writing to advise you that the *(name of district)* Board of Education (the “Board”) will hold a formal hearing concerning your child, *(name of student)* to consider the recommendation of *(name of administrator)* that your child be expelled from school. ***[In cases where the district uses an impartial hearing board, add the following: Please be advised that the Board has appointed Attorney [Name(s)], to serve as an impartial hearing board in this matter.]*** This hearing is being held pursuant to Section 10-233d ***[In cases where a preschool student is recommended for expulsion, add the following: and Section 10-233l]*** and Sections 4-176e to 4-180a, inclusive, and Section 4-181a of the Connecticut General Statutes and the *(name of district)* Board Policy (*policy # & title*), a copy of which is enclosed. The Board (***OR the impartial hearing board***) intends to conduct the hearing in executive session, due to the confidential nature of this hearing.

The hearing will address the allegations that your child (**for on or off-campus conduct**: violated Board Policy *cite Student Discipline Policy number and any other specific policy number* on *date* and seriously disrupted the educational process) (**and/or, for on-campus conduct**: endangered persons or property) by engaging in the following conduct:

(The law governing these hearings requires a short, plain statement of the facts to be included within this notice letter, and should be inserted here.

Example: carrying a knife on the school bus on a specified date and brandishing it at other students on the bus).

(If the student has admitted to this conduct, note the admission here).

The hearing has been scheduled for (*date, time, place [note: unless an emergency exists, the this notice must be given to the student/parent/guardian at least five (5) business days before the hearing, not including the day of such hearing]*). (*If a manifestation determination must be held prior to the expulsion hearing, add the following language: Prior to the expulsion hearing, your child's [planning and placement (PPT) team OR Section 504 team] will determine if your child's conduct constitutes a manifestation of the child's disability. The expulsion hearing will be canceled if the [PPT OR Section 504 team] determines that the conduct was a manifestation of your child's disability; otherwise, the hearing will proceed as scheduled.* You and your child are asked to attend this hearing. Your child has the right to be represented by an attorney or other advocate at your expense, has the right to cross-examine administration witnesses, and may present relevant evidence, both documentary and testimonial, concerning the allegations. The hearing will be the parties' sole opportunity to present such evidence. The Board (***OR the impartial hearing board***) may also question witnesses. An opportunity will also be given for the administration and your child or your child's representatives to present argument concerning the evidence presented at the hearing. If you need the services of a translator or an interpreter for this hearing, please let me know as soon as possible.

Unless the administration has determined that an emergency exists, you have the right to have the expulsion hearing postponed for up to one week to allow time to obtain representation. If you would like to request a postponement, please let me know as soon as possible.

The administration may recommend expulsion from school for up to one calendar year. The Board (***OR the impartial hearing board***) has discretion to adopt any period of expulsion up to one calendar year.

As mentioned above, your child has a right to be represented, at your own expense, by an attorney or other advocate at the expulsion hearing. Obtaining an attorney or other advocate is the responsibility of the family. Very low income families may be able to obtain free or reduced rate advice or legal representation through Statewide Legal Services, Inc. ("SLS"). To apply for such assistance, those families should contact SLS immediately at 1-800-453-3320.

In the event your child is expelled as a result of the scheduled hearing, and your child is under sixteen (16) years of age, the Board will offer your child an alternative educational opportunity during any period of exclusion from school as determined by the Administration in accordance with applicable law and Board policy. If your child is between sixteen (16) and eighteen (18) and has not been expelled before, the Board shall also offer to your child an alternative educational opportunity if your child wishes to

continue their education. Please know however, that the Board is not required to offer an alternative educational opportunity to any student between sixteen (16) and eighteen (18) years of age who have previously been expelled or to students who are eighteen (18) years of age or older.

If you have any questions, please call my office at (*number*).

Sincerely,

(Name of Superintendent)
(Name of District) Public Schools

Cc: *(Name of District)*, Chairman, *(Name of District)* Board of Education
(Name of Special Education Director, where applicable)
(Name of Responsible Administrator at school that student attends)
(Name of Board of Education Attorney, where applicable)
(Name of Administration's Attorney, where applicable)

SAMPLE AGREEMENT

NAME OF SUPERINTENDENT, (Superintendent of Schools for New Milford Public Schools), NAME OF STUDENT and NAME(S) OF PARENT(S)/GUARDIAN(S) (the parent(s)/guardian(s) of NAME OF STUDENT) agree as follows with respect to the Superintendent's request that NAME OF STUDENT be expelled from _____ School:

1. NAME OF STUDENT (D.O.B. _____; SASID _____) is currently enrolled as a _____ grade student at _____ School.
2. NAME OF STUDENT admits having engaged in the following conduct (*insert a short, plain statement of the conduct*) on or about _____, 20__.
3. NAME OF STUDENT's conduct, as described above, violates New Milford Board of Education Policy 5114 (Student Discipline) (*Cite other policies here as appropriate*), and is considered by the district administration to be seriously disruptive of the educational process. (*For conduct that occurs on school grounds, on school transportation, or at a school-sponsored activity, you may alternatively or additionally state whether such conduct is considered to endanger persons or property*). (*If the student has admitted to this conduct, note the admission here*).
4. Students are notified of applicable Board policies regarding prohibited conduct by publication in the student handbook.
5. (*Optional Section for students with disabilities*): A manifestation determination was made on (*date*) concerning this conduct and it was determined that the conduct was not a manifestation of the student's disability.
6. Students are notified of applicable Board policies regarding prohibited conduct by publication in the student handbook.
7. Subject to the approval of the New Milford Board of Education (the "Board"), NAME OF STUDENT shall be expelled, effective _____, 20__ and continuing through _____, 20__, under the following conditions:
 - a) During the period of expulsion, the Board will provide NAME OF STUDENT with an alternative education opportunity deemed appropriate by the Administration in accordance with applicable law and Board policy.

(Optional alternative language if the parties agree to an alternative educational opportunity other than that required by the state standards:

The NAME OF PARENT(S) and NAME OF STUDENT understand and acknowledge that, pursuant to Section 10-233d of the Connecticut General Statutes, NAME OF STUDENT is entitled to an alternative educational opportunity during the Expulsion Period which shall be (1) alternative education, as defined by Section 10-74j of the Connecticut General Statutes, with an individualized learning plan, if the Board provides such alternative education, or (2) in accordance with the standards adopted by the State Board of Education, pursuant to section 3 of public act 17-220 (a "Statutory Alternative Educational Opportunity"). The NAME OF PARENT(S) and NAME OF STUDENT hereby waive NAME OF STUDENT's right to a Statutory Alternative

Educational Opportunity and accordingly waive the application of the *Standards of Educational Opportunities for Students Who ave Been Expelled*, adopted by the Connecticut State Board of Education, and the Board’s Administrative Regulations concerning the implementation of said standards. In lieu of a Statutory Alternative Educational Opportunity, the NAME OF PARENT(S) and NAME OF STUDENT agree that during the Expulsion Period, the Board will provide NAME OF STUDENT with an alternative educational opportunity as follows:

[Describe alternative educational opportunity agreed to by parties.]

If NAME OF STUDENT becomes ineligible to attend the New Milford Public Schools pursuant to Board Policy and/or if the Parents withdraw NAME OF STUDENT from enrollment as a student at [name of school], the Board will have no obligation to provide NAME OF STUDENT with the alternative educational opportunity described herein.

- b) During the period of expulsion, NAME OF STUDENT will not be permitted to be on school grounds or school transportation, and will not be permitted to attend or participate in any school-sponsored activities, except as authorized in writing in advance by the Superintendent of Schools.

(Optional Sections regarding early readmission):

- c) Prior to _____, the Superintendent will review NAME OF STUDENT’s conduct, attendance and effort level in the alternative educational opportunity [list other conditions as applicable], for the purpose of determining, in the Superintendent’s sole discretion, whether NAME OF STUDENT should be readmitted to school on or about _____.
- d) If the Superintendent determines that NAME OF STUDENT should be readmitted to school early in accordance with the preceding section, and if NAME OF STUDENT subsequently commits any offense that would warrant suspension and/or expulsion under the policies of the Board, the Superintendent may reinstate NAME OF STUDENT’s expulsion for the remainder of the expulsion period, through *(date)*, without the need for any further proceedings before the Board.

(Optional Section for expungement if the expulsion is the student’s first expulsion):

- e) Prior to *(date)*, the Superintendent will review NAME OF STUDENT’s conduct, attendance and effort level since the expulsion, for the purpose of determining, in the Superintendent’s sole discretion, whether the expulsion hearing record of NAME OF STUDENT should be expunged from NAME OF STUDENT’s educational record as of *(date)*.
- 8. All parties to this Agreement request that this Agreement be presented to the Board for the Board’s consideration, in lieu of the submission of any other evidence by the Superintendent and/or NAME OF STUDENT or NAME OF STUDENT’s parents, and they agree that this Agreement is sufficient for the Board to expel NAME OF STUDENT from school.
 - 9. NAME OF STUDENT and NAME OF PARENT(S)/GUARDIAN(S) understand and acknowledge that, pursuant to Section 10-233d of the Connecticut General Statutes and Board Policy, NAME OF STUDENT is entitled to an expulsion hearing before the New Milford Board of Education to contest

NAME OF STUDENT's proposed expulsion from the New Milford Public Schools. NAME OF STUDENT and NAME OF PARENT(S)/GUARDIAN(S) further understands and acknowledges that at such hearing NAME OF STUDENT and NAME OF PARENT(S)/GUARDIAN(S) would have the right to call witnesses and to introduce documentary evidence, to cross examine witnesses called by the Administration, and to be represented by an attorney or other advocate at their own expense. Accordingly, NAME OF STUDENT and NAME OF PARENT(S)/GUARDIAN(S) waive NAME OF STUDENT's right to an expulsion hearing pursuant to Section 10-233d of the Connecticut General Statutes.

10. The Superintendent, NAME OF STUDENT and NAME OF PARENT(S)/GUARDIAN(S) understand that this Agreement is subject to the approval of the Board. In the event that the Board does not approve this Agreement, the Superintendent, NAME OF STUDENT and NAME OF PARENT(S)/GUARDIAN(S) agree that the expulsion hearing concerning NAME OF STUDENT shall be rescheduled to a mutually agreeable date for the purposes of conducting an evidentiary hearing before the Board concerning the Superintendent's expulsion request. NAME OF STUDENT and NAME OF PARENT(S)/GUARDIAN(S) agree that NAME OF STUDENT will remain out of school until the evidentiary hearing has been completed. NAME OF STUDENT and NAME OF PARENT(S)/GUARDIAN(S) also agree that the Board's consideration of this proposed Agreement will not disqualify any member of the Board from serving as a Board member in the evidentiary hearing, and they hereby waive any right to make such a claim in any proceeding in any forum.

11. NAME OF STUDENT and NAME OF PARENT(S)/GUARDIAN(S) enter into this Agreement voluntarily and with a full understanding of the provisions of this Agreement.

NAME OF SUPERINTENDENT
Superintendent of Schools

Date: _____

NAME OF STUDENT
Student

Date: _____

NAME OF PARENT/GUARDIAN
OF STUDENT

Date: _____

NAME OF PARENT/GUARDIAN
OF STUDENT

Date: _____

Note: This is a sample Individualized Learning Plan drafted in accordance with the Standards for Educational Opportunities for Students Who Have Been Expelled, which was approved by the State Board of Education on January 3, 2018. The specific goals and benchmarks can be customized to meet the needs of individual students.

**New Milford Public Schools
Individualized Learning Plan**

Student Name: _____ **Date of Birth:** _____ **Gr.** _____

School/Program Prior to Expulsion: _____ **SASID:** _____

Does the student have an Individualized Education Program? Yes No

Does the student have a Section 504 Plan? Yes No

**Records Reviewed with Relevant Information
for the Provision of an Alternative Educational Opportunity**

<input type="checkbox"/> Student Success Plan	<input type="checkbox"/> Report Cards and Current Grades
<input type="checkbox"/> Individualized Education Program (IEP)	<input type="checkbox"/> Attendance Records
<input type="checkbox"/> Behavioral Intervention Plan (BIP)	<input type="checkbox"/> Disciplinary/Behavioral Records
<input type="checkbox"/> Section 504 Plan	<input type="checkbox"/> Other: _____
<input type="checkbox"/> Individualized Health Care Plan/Emergency Care Plan	<input type="checkbox"/> Other: _____

ILP Developed Through Collaboration With (check all that apply):

<input type="checkbox"/> Parent/Guardian: _____	<input type="checkbox"/> Teacher: _____
<input type="checkbox"/> Parent/Guardian: _____	<input type="checkbox"/> Teacher: _____
<input type="checkbox"/> Student: _____	<input type="checkbox"/> Other (specify): _____
<input type="checkbox"/> Administrator: _____	<input type="checkbox"/> Other (specify): _____
<input type="checkbox"/> School Counselor: _____	<input type="checkbox"/> Other (specify): _____

Records Transferred

Date of transfer of relevant student records from the student's school/program to provider of alternative educational opportunity: _____	Date of transfer of records from provider of alternative educational opportunity to the student's school/program: _____
--	---

Records Distribution and Storage

Copies of the Individualized Learning Plan will be distributed to the following locations and/or individuals and stored in accordance with the District's student records policy:

- Student's cumulative file
- The Student's receiving school or alternative educational placement
- Student's parent/guardian

[Note: Districts should insert or delete locations where this record may be kept in accordance with their student records policies and practices]

Student's Classes Prior to Expulsion	
Core Class	Placement/Progress in Class at Time of Expulsion <i>(e.g. current grade, current unit, etc.)</i>

Note: If the student receives special education and related services, the alternative educational opportunity provider must also refer to the student's IEP.

NEEDS

Academic Needs

- See IEP *(if applicable)*
- Other:

Behavioral Needs

- See IEP *(if applicable)*
- Other:

GOALS

Academic Goals

- | | | |
|---|---|---|
| <input type="checkbox"/> See IEP <i>(if applicable)</i> | <input type="checkbox"/> Satisfactory work completion | <input type="checkbox"/> Satisfactory progress in coursework and toward meeting relevant academic standards |
|---|---|---|

<input type="checkbox"/> Other:

Benchmarks to Measure Progress Toward Academic Goals		
<input type="checkbox"/> See IEP (<i>if applicable</i>)	<input type="checkbox"/> Passing grades on midterm progress reports	<input type="checkbox"/> Passing grades on report card
<input type="checkbox"/> Other:		
Progress monitoring <i>mm/dd/yy</i> :		

Behavioral Goals		
<input type="checkbox"/> See IEP (<i>if applicable</i>)	<input type="checkbox"/> Satisfactory attendance	<input type="checkbox"/> Satisfactory compliance with behavioral expectations and disciplinary policies
<input type="checkbox"/> Other:		

Benchmarks to Measure Progress Toward Behavioral Goals		
<input type="checkbox"/> See IEP (<i>if applicable</i>)	<input type="checkbox"/> Fewer than _____ teacher referrals to administration for disciplinary matters	<input type="checkbox"/> Fewer than _____ contacts to parents/guardians for disciplinary matters
<input type="checkbox"/> Attends alternative program _____% or more of scheduled days/sessions.	<input type="checkbox"/> Other:	
Progress monitoring <i>mm/dd/yy</i> :		

INTERVENTIONS

Academic Interventions

<input type="checkbox"/> See IEP <i>(if applicable)</i>	<input type="checkbox"/> See Section 504 Plan <i>(if applicable)</i>
<input type="checkbox"/> Tier 1 _____	<input type="checkbox"/> Tier 2 _____
<input type="checkbox"/> Tier 3 _____	
<input type="checkbox"/> Other:	

Behavioral Interventions

<input type="checkbox"/> See IEP <i>(if applicable)</i>	<input type="checkbox"/> See Section 504 Plan <i>(if applicable)</i>
<input type="checkbox"/> Tier 1 _____	<input type="checkbox"/> Tier 2 _____
<input type="checkbox"/> Tier 3 _____	
<input type="checkbox"/> Other:	

Review and Communication of Progress to Parents/Guardians or Student

Method of monitoring and review: *(for most students, monitoring and reviewing progress will include monitoring the student's attendance, work completion, and progress toward meeting the relevant academic standards for particular coursework, and thus progressing toward graduation, if applicable)*

- Monitoring attendance
- Monitoring work completion
- Monitor progress toward meeting relevant academic standards
- Review and monitor progress in accordance with IEP and/or BIP (if applicable)
- Other: _____

Timing for communication of progress to parents/guardians or student: *(Progress must be communicated to the parent/guardian or student with the same frequency as similar progress for students in the regular school environment is reported and communicated to parents/guardians or students)*

- Each marking period
- Other: _____

Early Readmission

The expulsion decision contains the following early readmission criteria:

- The student may apply to the Board of Education for early readmission and such readmission shall be at the discretion of the Board of Education.
 - The student applied to the Board of Education for early readmission on _____ and the Board of Education granted the request and has conditioned such early readmission on the following criteria:
 - The student applied to the Board of Education for early readmission on _____ and early readmission was not granted.
- The student may apply to the Superintendent for early readmission and such readmission shall be at the discretion of the Superintendent.
 - The student applied to the Superintendent for early readmission on _____ and the Superintendent granted the request and has conditioned such early readmission on the following criteria:

- The student applied to the Superintendent for early readmission on _____ and early readmission was not granted.

Review of Placement and ILP:

A review of the appropriateness of the placement must occur at least once per marking period. Such review must include:

- Review of the ILP to (1) assess progress and make adjustments as necessary and (2) determine its alignment with the goals of the student's IEP, where applicable.
- Consideration of opportunities for early readmission as set forth in the ILP (see Early Readmission section)

Transition Plan for Readmission:

The following has been considered and, where appropriate, addressed:

- Efforts to readmit the student at a semester starting point (at the high school level)
- A plan to transfer the student's credits and record back to the student's school/program
- The student's need for academic and other supports upon returning to school/program
- Efforts to connect the student with opportunities to participate in extracurricular activities

Note: Under Connecticut law, qualified school employees may administer epinephrine with a cartridge injector to a specific student with a medically diagnosed allergic condition that may require prompt treatment to protect the student against serious harm or death either (1) with the written medication order of an authorized prescriber and the written authorization of the student’s parent or guardian or (2) in an emergency, without such prior written authorization, provided that a number of conditions are met. The law previously required qualified school employees who administer epinephrine for purposes of emergency first aid *without prior written authorization* to annually complete the training program developed by the Departments of Education and Public Health in consultation with the School Nurse Advisory Council described in Connecticut General Statutes Section 10-212g. Public Act 24-93 expands this requirement to explicitly include employees who administer epinephrine *with the written authorization* of a parent or guardian and authorized prescriber. This policy was edited to reflect this change.

Series 5000
Students

5142

ADMINISTRATION OF STUDENT MEDICATIONS IN THE SCHOOLS

A. Definitions

Administration of medication means any one of the following activities: handling, storing, preparing or pouring of medication; conveying it to the student according to the medication order; observing the student inhale, apply, swallow, or self-inject the medication, when applicable; documenting that the medication was administered; and counting remaining doses to verify proper administration and use of the medication.

Authorized prescriber means a physician, dentist, optometrist, advanced practice registered nurse or physician assistant, and, for interscholastic and intramural athletic events only, a podiatrist.

Before or after school program means any child care program operated and administered by the New Milford Board of Education (the “Board”) and exempt from licensure by the Office of Early Childhood pursuant to subdivision (1) of subsection (b) of Section 19a-77 of the Connecticut General Statutes. Such programs do not include public or private entities licensed by the Office of Early Childhood or Board enhancement programs and extra-curricular activities.

Cartridge injector means an automatic prefilled cartridge injector or similar automatic injectable equipment used to deliver epinephrine in a standard dose for emergency first aid response to allergic reactions.

Coach means any person holding a coaching permit who is hired by the Board to coach for a sport season.

Controlled drugs means those drugs as defined in Conn. Gen. Stat. Section 21a-240.

Cumulative health record means the cumulative health record of a pupil mandated by Conn. Gen. Stat. Section 10-206.

Director means the person responsible for the day-to-day operations of any school readiness program or before or after school program.

Eligible student means a student who has reached the age of eighteen or is an emancipated minor.

Error means:

- (1) the failure to do any of the following as ordered:
 - (a) administer a medication to a student;
 - (b) administer medication within the time designated by the prescribing physician;
 - (c) administer the specific medication prescribed for a student;
 - (d) administer the correct dosage of medication;
 - (e) administer medication by the proper route;
 - (f) administer the medication according to generally accepted standards of practice; or
- (2) the administration of medication to a student which is not ordered, or which is not authorized in writing by the parent or guardian of such student, except for the administration of epinephrine or naloxone for the purpose of emergency first aid as set forth in Sections D and E below.

Guardian means one who has the authority and obligations of guardianship of the person of a minor, and includes: (1) the obligation of care and control; and (2) the authority to make major decisions affecting the minor's welfare, including, but not limited to, consent determinations regarding marriage, enlistment in the armed forces and major medical, psychiatric or surgical treatment.

Intramural athletic events means tryouts, competition, practice, drills, and transportation to and from events that are within the bounds of a school district for the purpose of providing an opportunity for students to participate in physical activities and athletic contests that extend beyond the scope of the physical education program.

Interscholastic athletic events means events between or among schools for the purpose of providing an opportunity for students to participate in competitive contests that are highly organized and extend beyond the scope of intramural programs and includes tryouts, competition, practice, drills and transportation to and from such events.

Investigational drug means any medication with an approved investigational new drug (IND) application on file with the Food and Drug Administration (FDA), which is

being scientifically tested and clinically evaluated to determine its efficacy, safety and side effects and which has not yet received FDA approval.

Licensed athletic trainer means a licensed athletic trainer employed by the school district pursuant to Chapter 375a of the Connecticut General Statutes.

Medication means any medicinal preparation, both prescription and non-prescription, including controlled drugs, as defined in Conn. Gen. Stat. Section 21a-240. This definition includes Aspirin, Ibuprofen or Aspirin substitutes containing Acetaminophen.

Medication emergency means a life-threatening reaction of a student to a medication.

Medication plan means a documented plan established by the school nurse in conjunction with the parent and student regarding the administration of medication in school. Such plan may be a stand-alone plan, part of an individualized health care plan, an emergency care plan or a medication administration form.

Medication order means the authorization by an authorized prescriber for the administration of medication to a student which shall include the name of the student, the name and generic name of the medication, the dosage of the medication, the route of administration, the time of administration, the frequency of administration, the indications for medication, any potential side effects including overdose or missed dose of the medication, the start and termination dates not to exceed a 12-month period, and the written signature of the prescriber.

Nurse means an advanced practice registered nurse, a registered nurse or a practical nurse licensed in Connecticut in accordance with Chapter 378, Conn. Gen. Stat.

Occupational therapist means an occupational therapist employed full time by the Board and licensed in Connecticut pursuant to Chapter 376a of the Connecticut General Statutes.

Optometrist means an optometrist licensed to provide optometry pursuant to Chapter 380 of the Connecticut General Statutes.

Paraeducator means a health care aide or assistant or an instructional aide or assistant employed by the Board who meets the requirements of the Board for employment as a health care aide or assistant or instructional aide or assistant.

Physical therapist means a physical therapist employed full time by the Board and licensed in Connecticut pursuant to Chapter 376 of the Connecticut General Statutes.

Physician means a doctor of medicine or osteopathy licensed to practice medicine in Connecticut pursuant to Chapter 370 of the Connecticut General Statutes, or licensed to practice medicine in another state.

Podiatrist means an individual licensed to practice podiatry in Connecticut pursuant to Chapter 375 of the Connecticut General Statutes.

Principal means the administrator in the school.

Qualified school employee means a principal, teacher, licensed athletic trainer, licensed physical or occupational therapist employed by a school district, coach or paraeducator.

Research or study medications means FDA-approved medications being administered according to an approved study protocol. A copy of the study protocol shall be provided to the school nurse along with the name of the medication to be administered and the acceptable range of dose of such medication to be administered.

School means any educational facility or program which is under the jurisdiction of the Board excluding extracurricular activities.

School nurse means a nurse appointed in accordance with Conn. Gen. Stat. Section 10-212.

School nurse supervisor means the nurse designated by the Board as the supervisor or, if no designation has been made by the Board, the lead or coordinating nurse assigned by the Board.

School readiness program means a program that receives funds from the State Department of Education for a school readiness program pursuant to subsection (b) of Section 10-16p of the Connecticut General Statutes and exempt from licensure by the Office of Early Childhood pursuant to subdivision (1) of subsection (b) of Section 19a-77 of the Connecticut General Statutes.

Self-administration of medication means the control of the medication by the student at all times and is self-managed by the student according to the individual medication plan.

Teacher means a person employed full time by the Board who has met the minimum standards as established by the Board for performance as a teacher and has been approved by the school medical advisor and school nurse to be designated to administer medications pursuant to the Regulations of Connecticut State Agencies Sections 10-212a-1 through 10-212a-7.

B. General Policies on Administration of Medications

- (1) Except as provided below in Sections D and E, no medication, including non-prescription drugs, may be administered by any school personnel without:
 - (a) the written medication order of an authorized prescriber;
 - (b) the written authorization of the student's parent or guardian or eligible student; and

- (c) the written permission of a parent for the exchange of information between the prescriber and the school nurse necessary to ensure safe administration of such medication.
- (2) Prescribed medications shall be administered to and taken by only the person for whom the prescription has been written.
- (3) Except as provided in Sections D and E, medications may be administered only by a licensed nurse or, in the absence of a licensed nurse, by:
 - (a) a full-time principal, a full-time teacher, or a full-time licensed physical or occupational therapist employed by the school district who has been trained in the administration of medication in accordance with Section J of this policy. A full-time principal, teacher, licensed physical or occupational therapist employed by the school district may administer oral, topical, intranasal or inhalant medications. Such individuals may administer injectable medications only to a student with a medically diagnosed allergic condition that may require prompt treatment to protect the student against serious harm or death.
 - (b) students with chronic medical conditions who are able to possess, self-administer, or possess and self-administer medication, provided all of the following conditions are met:
 - (i) an authorized prescriber provides a written medication order, including the recommendation for possession, self-administration, or possession and self-administration;
 - (ii) there is a written authorization for possession, self-administration, or possession and self-administration from the student's parent or guardian or eligible student;
 - (iii) the school nurse has developed a plan for possession, self-administration, or possession and self-administration, and general supervision, and has documented the plan in the student's cumulative health record;
 - (iv) the school nurse has assessed the student's competency for self-administration and deemed it safe and appropriate, including that the student: is capable of identifying and selecting the appropriate medication by size, color, amount or other label identification; knows the frequency and time of day for which the medication is ordered; can identify the presenting symptoms that require medication; administers the medication appropriately; maintains safe control of the medication at all times; seeks adult supervision whenever warranted; and cooperates with the established medication plan;

- (v) the principal, appropriate teachers, coaches and other appropriate school personnel are informed the student is possessing, self-administering, or possessing and self-administering prescribed medication;
 - (vi) such medication is transported to school and maintained under the student's control in accordance with this policy; and
 - (vii) controlled drugs, as defined in this policy, may not be possessed or self-administered by students, except in extraordinary situations, such as international field trips, with approval of the school nurse supervisor and the school medical advisor in advance and development of an appropriate plan.
- (c) a student diagnosed with asthma who is able to self-administer medication shall be permitted to retain possession of an asthmatic inhaler at all times while attending school, in order to provide for prompt treatment to protect such student against serious harm or death, provided all of the following conditions are met:
- (i) an authorized prescriber provides a written order requiring the possession of an inhaler by the student at all times in order to provide for prompt treatment in order to protect the student against serious harm or death and authorizing the student's self-administration of medication, and such written order is provided to the school nurse;
 - (ii) there is a written authorization from the student's parent or guardian regarding the possession of an inhaler by the student at all times in order to protect the student against serious harm or death and authorizing the student's self-administration of medication, and such written authorization is provided to the school nurse;
 - (iii) the conditions set forth in subsection (b) above have been met, except that the school nurse's review of a student's competency to self-administer an inhaler for asthma in the school setting shall not be used to prevent a student from retaining and self-administering an inhaler for asthma. Students may self-administer medication with only the written authorization of an authorized prescriber and written authorization from the student's parent or guardian or eligible student; and
 - (iv) the conditions for self-administration meet any regulations as may be imposed by the State Board of Education in consultation with the Commissioner of Public Health.

- (d) a student diagnosed with an allergic condition who is able to self-administer medication shall be permitted to retain possession of a cartridge injector at all times while attending school, in order to provide for prompt treatment to protect such student against serious harm or death, provided all of the following conditions are met:
 - (i) an authorized prescriber provides a written order requiring the possession of a cartridge injector by the student at all times in order to provide for prompt treatment in order to protect the student against serious harm or death and authorizing the student's possession, self-administration, or possession and self-administration of medication, and such written order is provided to the school nurse;
 - (ii) there is a written authorization from the student's parent or guardian regarding the possession of a cartridge injector by the student at all times in order to protect the student against serious harm or death and authorizing the student's possession, self-administration, or possession and self-administration of medication, and such written authorization is provided to the school nurse;
 - (iii) the conditions set forth in subsection (b) above have been met, except that the school nurse's review of a student's competency to self-administer cartridge injectors for medically-diagnosed allergies in the school setting shall not be used to prevent a student from retaining and self-administering a cartridge injector for medically-diagnosed allergies. Students may self-administer medication with only the written authorization of an authorized prescriber and written authorization from the student's parent or guardian or eligible student; and
 - (iv) the conditions for self-administration meet any regulations as may be imposed by the State Board of Education in consultation with the Commissioner of Public Health.
- (e) a student with a medically diagnosed life-threatening allergic condition may possess, self-administer, or possess and self-administer medication, including but not limited to medication administered with a cartridge injector, to protect the student against serious harm or death, provided the following conditions are met:
 - (i) the parent or guardian of the student has provided written authorization for the student to possess, self-administer, or possess and self-administer such medication; and

- (ii) a qualified medical professional has provided a written order for the possession, self-administration, or possession and self-administration.
- (f) a coach of intramural or interscholastic athletic events or licensed athletic trainer who has been trained in the administration of medication in accordance with Section J of this policy, during intramural or interscholastic athletic events, may administer inhalant medications prescribed to treat respiratory conditions and/or medication administered with a cartridge injector for students with medically diagnosed allergic conditions which may require prompt treatment to protect the student against serious harm or death, provided all of the following conditions are met:
- (i) the school nurse has determined that a self-administration plan is not viable;
 - (ii) the school nurse has provided to the coach a copy of the authorized prescriber's order and parental permission form;
 - (iii) the parent/guardian has provided the coach or licensed athletic trainer with the medication in accordance with Section K of this policy, and such medication is separate from the medication stored in the school health office for use during the school day; and
 - (iv) the coach or licensed athletic trainer agrees to the administration of emergency medication and implements the emergency care plan, identified in Section H of this policy, when appropriate.
- (g) an identified paraeducator who has been trained in the administration of medication in accordance with Section J of this policy, provided medication is administered only to a specific student in order to protect that student from harm or death due to a medically diagnosed allergic condition, and the following additional conditions are met:
- (i) there is written authorization from the student's parents/guardian to administer the medication in school;
 - (ii) medication is administered pursuant to the written order of (A) a physician licensed under chapter 370 of the Connecticut General Statutes, (B) an optometrist licensed to practice optometry under chapter 380 of the Connecticut General Statutes, (C) an advanced practice registered nurse licensed to prescribe in accordance with section 20-94a of the Connecticut General Statutes, or (D) a physician assistant licensed to

prescribe in accordance with section 20-12d of the Connecticut General Statutes;

- (iii) medication is administered only with approval by the school nurse and school medical advisor, if any, in conjunction with the school nurse supervisor and under the supervision of the school nurse;
 - (iv) the medication to be administered is limited to medications necessary for prompt treatment of an allergic reaction, including, but not limited to, a cartridge injector; and
 - (v) the paraeducator shall have received proper training and supervision from the school nurse in accordance with this policy and state regulations.
- (h) a principal, teacher, licensed athletic trainer, licensed physical or occupational therapist employed by the Board, coach or paraeducator, provided medication is antiepileptic medication, including by rectal syringe, administered only to a specific student with a medically diagnosed epileptic condition that requires prompt treatment in accordance with the student's individual seizure action plan, and the following additional conditions are met:
- (i) there is written authorization from the student's parents/guardians to administer the medication;
 - (ii) a written order for such administration has been received from the student's physician licensed under Chapter 370 of the Connecticut General Statutes;
 - (iii) the principal, teacher, licensed athletic trainer, licensed physical or occupational therapist employed by the Board, coach or paraeducator is selected by the school nurse and school medical advisor, if any, and voluntarily agrees to administer the medication;
 - (iv) the principal, teacher, licensed athletic trainer, licensed physical or occupational therapist employed by the Board, coach or paraeducator annually completes the training program established by the Connecticut State Department of Education and the Association of School Nurses of Connecticut as required by Connecticut General Statutes § 10-212a, and the school nurse and medical advisor, if any, have attested, in writing, that such training has been completed; and
 - (v) the principal, teacher, licensed athletic trainer, licensed physical or occupational therapist employed by the Board,

coach or paraeducator receives monthly reviews by the school nurse to confirm competency to administer antiepileptic medication.

- (i) a director of a school readiness program or a before or after school program, or the director's designee, provided that the medication is administered:
 - (i) only to a student enrolled in such program; and
 - (ii) in accordance with Section L of this policy.
- (j) a licensed practical nurse, after the school nurse has established the medication plan, provided that the licensed practical nurse may not train or delegate the administration of medication to another individual, and provided that the licensed practical nurse can demonstrate one of the following:
 - (i) training in administration of medications as part of their basic nursing program;
 - (ii) successful completion of a pharmacology course and subsequent supervised experience; or
 - (iii) supervised experience in the administration of medication while employed in a health care facility.
- (4) Medications may also be administered by a parent or guardian to the parent or guardian's own child on school grounds.
- (5) Investigational drugs or research or study medications may be administered only by a licensed nurse. For FDA-approved medications being administered according to a study protocol, a copy of the study protocol shall be provided to the school nurse along with the name of the medication to be administered and the acceptable range of dose of such medication to be administered.

C. Diabetic Students

- (1) The Board permits blood glucose testing by students who have a written order from a physician or an advanced practice registered nurse stating the need and capability of such student to conduct self-testing, or the use of continuous blood glucose monitors (CGM) by students diagnosed with Type 1 diabetes, who have a written order from a physician or an advanced practice registered nurse.
- (2) The Board will not restrict the time or location of blood glucose testing by a student with diabetes on school grounds who has written authorization from a parent or guardian and a written order from a physician or an advanced

practice registered nurse stating that such student is capable of conducting self-testing on school grounds.

- (3) The Board will not require a student using a continuous glucose monitor approved by the Food and Drug Administration for use without finger stick verification to undergo finger stick verification of blood glucose readings from a continuous glucose monitor on a routine basis. Finger stick testing of a student using a continuous glucose monitor so approved by the Food and Drug Administration shall only be conducted: (1) as ordered by the student's physician or advanced practice provider; (2) if it appears that the continuous glucose monitor is malfunctioning; or (3) in an urgent medical situation.
- (4) The Board shall purchase or use existing equipment owned by the Board to monitor blood glucose alerts transmitted from continuous glucose monitors of students with Type 1 diabetes to dedicated receivers, smartphone/tablet applications, or other appropriate technology on such equipment.
- (5) In the absence or unavailability of the school nurse, select school employees may administer medication with injectable equipment used to administer glucagon to a student with diabetes that may require prompt treatment in order to protect the student against serious harm or death, under the following conditions:
 - (a) The student's parent or guardian has provided written authorization;
 - (b) A written order for such administration has been received from the student's physician licensed under Chapter 370 of the Connecticut General Statutes;
 - (c) The school employee is selected by either the school nurse or principal and is a principal, teacher, licensed athletic trainer, licensed physical or occupational therapist employed by a school district, coach or paraeducator;
 - (d) The school nurse shall provide general supervision to the selected school employee;
 - (e) The selected school employee annually completes any training required by the school nurse and school medical advisor in the administration of medication with injectable equipment used to administer glucagon;
 - (f) The school nurse and school medical advisor have attested in writing that the selected school employee completed the required training; and
 - (g) The selected school employee voluntarily agrees to serve as one who may administer medication with injectable equipment used to

administer glucagon to a student with diabetes that may require prompt treatment in order to protect the student against serious harm or death.

D. Epinephrine for Purposes of Emergency First Aid Without Prior Authorization

- (1) For purposes of this Section D, “regular school hours” means the posted hours during which students are required to be in attendance at the individual school on any given day.
- (2) The school nurse shall maintain epinephrine in cartridge injectors for the purpose of emergency first aid to students who experience allergic reactions and do not have prior written authorization of a parent or guardian or a prior written order of a qualified medical professional for the administration of epinephrine.
 - (a) The school nurse, in consultation with the school nurse supervisor, shall determine the supply of epinephrine in cartridge injectors that shall be available in the individual school.
 - (b) In determining the appropriate supply of epinephrine in cartridge injectors, the nurse may consider, among other things, the number of students regularly in the school building during the regular school day and the size of the physical building.
- (3) The school nurse or school principal shall select principal(s), teacher(s), licensed athletic trainer(s), licensed physical or occupational therapist(s) employed by the Board, coach(es) and/or paraeducator(s) to maintain and administer the epinephrine in cartridge injectors for the purpose of emergency first aid as described in Paragraph (2) above, in the absence of the school nurse.
 - (a) More than one individual must be selected by the school nurse or school principal for such maintenance and administration in the absence of the school nurse.
 - (b) The selected personnel, before conducting such administration, must annually complete the training made available by the Department of Education for the administration of epinephrine in cartridge injectors for the purpose of emergency first aid, as described in Connecticut General Statutes § 10-212g.
 - (c) The selected personnel must voluntarily agree to complete the training and administer epinephrine in cartridge injectors for the purpose of emergency first aid.
- (4) Either the school nurse or, in the absence of the school nurse, at least one of the selected and trained personnel as described in Paragraph (3) above shall be on the grounds of each school during regular school hours.

- (a) The school principal, in consultation with the school nurse supervisor, shall determine the level of nursing services and number of selected and trained personnel necessary to ensure that a nurse or selected and trained personnel is present on the grounds of each school during regular school hours.
 - (b) If the school nurse, or a substitute school nurse, is absent or must leave school grounds during regular school hours, the school nurse, school administrator or designee shall use an effective and reasonable means of communication to notify one or more qualified school employees and other staff in the school that the selected and trained personnel identified in Paragraph (3) above shall be responsible for the emergency administration of epinephrine.
- (5) The administration of epinephrine pursuant to this section must be done in accordance with this policy, including but not limited to the requirements for documentation and record keeping, errors in medication, emergency medical procedures, and the handling, storage and disposal of medication, and the Regulations adopted by the Department of Education.
- (6) The parent or guardian of any student may submit, in writing, to the school nurse or school medical advisor, if any, that epinephrine shall not be administered to such student pursuant to this section.
- (a) The school nurse shall notify selected and trained personnel of the students whose parents or guardians have refused emergency administration of epinephrine.
 - (b) The Board shall annually notify parents or guardians of the need to provide such written notice.
- (7) Following the emergency administration of epinephrine by selected and trained personnel as identified in this section:
- (a) Such emergency administration shall be reported immediately to:
 - (i) The school nurse or school medical advisor, if any, by the personnel who administered the epinephrine; and
 - (ii) The student's parent or guardian, by the school nurse or personnel who administered the epinephrine.

- (b) A medication administration record shall be:
 - (i) Submitted to the school nurse by the personnel who administered the epinephrine as soon as possible, but no later than the next school day; and
 - (ii) filed in or summarized on the student's cumulative health record, in accordance with the Document and Record Keeping section of this policy.

E. Opioid Antagonists for Purposes of Emergency First Aid Without Prior Authorization

- (1) For purposes of this Section E, “regular school hours” means the posted hours during which students are required to be in attendance at the individual school on any given day. “Regular school hours” does not include after-school events such as athletics or extracurricular activities that take place outside the posted hours.
- (2) For purposes of this section, an “opioid antagonist” means naloxone hydrochloride (e.g., Narcan) or any other similarly acting and equally safe drug that the FDA has approved for the treatment of a drug overdose.
- (3) In accordance with Connecticut law and this policy, a school nurse may maintain opioid antagonists for the purpose of administering emergency first aid to students who experience a known or suspected opioid overdose and do not have a prior written authorization of a parent or guardian or a prior written order of a qualified medical professional for the administration of such opioid antagonist.
 - (a) The school nurse, in consultation with the Board’s medical advisor, shall determine the supply of opioid antagonists that shall be maintained in the individual school.
 - (b) In determining the appropriate supply of opioid antagonists, the nurse may consider, among other things, the number of students regularly in the school building during the regular school day and the size of the physical building.
 - (c) The school nurse shall be responsible for the safe storage of opioid antagonists maintained in a school and shall ensure any supply of opioid antagonists maintained is stored in a secure manner, in accordance with the manufacturer’s instructions, and in a location where it can be obtained in a timely manner if administration is necessary.

- (d) The school nurse shall be responsible for maintaining an inventory of opioid antagonists maintained in the school, tracking the date(s) of expiration of the supply of opioid antagonists maintained in a school, and, as appropriate, refreshing the supply of opioid antagonists maintained in the school.
- (4) The school nurse, in consultation with the Superintendent and the building principal, shall provide notice to parents and guardians of the Board's policies and procedures regarding the emergency administration of opioid antagonists in the event of a known or suspected opioid overdose.
- (5) A school nurse shall be approved to administer opioid antagonists for the purpose of emergency first aid, as described in Paragraph (3) above, in the event of a known or suspected opioid overdose, in accordance with this policy and provided that such nurse has completed a training program in the distribution and administration of an opioid antagonist (1) developed by the State Department of Education, Department of Consumer Protection, and Department of Public Health, or (2) under a local agreement, entered into by the Board on July 1, 2022 or thereafter, with a prescriber or pharmacist for the administration of opioid antagonists for the purpose of emergency first aid, which training shall also address the Board's opioid antagonist storage, handling, labeling, recalls, and record keeping.
- (6) The school nurse or school principal shall select principal(s), teacher(s), licensed athletic trainer(s), coach(es), paraeducator(s), and/or licensed physical or occupational therapist(s) employed by the Board to maintain and administer the opioid antagonists for the purpose of emergency first aid as described in Paragraph (3) above, in the absence of the school nurse.
 - (a) More than one individual must be selected by the school nurse or school principal for such maintenance and administration in the absence of the school nurse.
 - (b) The selected personnel, before administering an opioid antagonist pursuant to this section, must complete a training program in the distribution and administration of an opioid antagonist (1) developed by the State Department of Education, Department of Consumer Protection, and Department of Public Health, or (2) under a local agreement, entered into by the Board on July 1, 2022 or thereafter, with a prescriber or pharmacist for the administration of opioid antagonists for the purpose of emergency first aid, which training shall also address the Board's opioid antagonist storage, handling, labeling, recalls, and record keeping.
 - (c) All school personnel shall be notified of the identity of qualified school employees authorized to administer an opioid antagonist in the absence of the school nurse.

- (7) Either the school nurse or, in the absence of the school nurse, at least one of the selected and trained personnel as described in Paragraph (6) above, shall be on the grounds of each school during regular school hours.
- (a) The school principal, in consultation with the school nurse supervisor, shall determine the level of nursing services and number of selected and trained personnel necessary to ensure that a nurse or selected and trained personnel is present on the grounds of each school during regular school hours.
 - (b) If the school nurse, or a substitute school nurse, is absent or must leave school grounds during regular school hours, the school nurse, school administrator or designee shall use an effective and reasonable means of communication to notify one or more qualified school employees and other staff in the school that the selected and trained personnel identified in Paragraph (6) above shall be responsible for the emergency administration of opioid antagonists.
 - (c) If a Board employee becomes aware of a student experiencing a known or suspected opioid overdose on school grounds but outside of regular school hours and opioid antagonists and/or the school nurse or other qualified school employee is not available to administer opioid antagonists for the purpose of emergency first aid, the Board employee will call 9-1-1.
- (8) The District may also maintain intranasally or orally administered opioid antagonists in a secure box, pursuant to an agreement with a prescriber or pharmacist that permits the District to install on the District's premises a secure box. For the purposes of this section, a "secure box" means a container that (A) is securely affixed in a public location, (B) can be accessed by individuals for public use, (C) is temperature controlled or stored in an environment with temperature controls, (D) is tamper-resistant, (E) is equipped with an alarm capable of detecting and transmitting a signal when accessed by individuals, and (F) is equipped with an alarm capable of alerting first responders when accessed by individuals, unless equipping the container with such an alarm is commercially impracticable. Such agreement shall address the environmental controls necessary to store such opioid antagonist, establish procedures for replenishment of such opioid antagonist, and establish a process for monitoring the expiration dates of such opioid antagonist and disposing of any expired opioid antagonist. The secure box shall not contain an opioid antagonist in an amount greater than the amount necessary to serve the community in which it is installed. The secure box may also contain an automatic external defibrillator or other products used to treat a medical emergency. The District shall post signage disclosing the presence of such opioid antagonists and usage directions for such opioid antagonist, in the language or languages spoken in the community in which the secure box is installed. If the District is unable to maintain the secure box, or the supplies

necessary to maintain the secure box are unavailable, the District shall remove such secure box, and all signs required under this policy concerning such secure box, as soon as practicable but in no event later than five days after the District discovers that it is unable to maintain such secure box or the supplies necessary to maintain such secure box.

- (9) The District may also maintain, pursuant to an agreement with a prescriber or pharmacist that permits the District to operate a vending machine for the distribution of intranasally administered opioid antagonists, a vending machine for such purposes. The vending machine shall either be kept at a location that maintains a temperature that is at all times consistent with the manufacturer's package insert or has the ability to maintain an environment, independent of the external environment, that is appropriate for the opioid antagonist, in accordance with manufacturer's package insert. The District shall display, clearly and conspicuously, on the outside of or adjacent to the vending machine or upon the distribution of the opioid antagonist:
 - (a) Information concerning the signs and symptoms of an overdose;
 - (b) Instructions for the use of the opioid antagonist;
 - (c) Information about the services that are offered in Connecticut to treat opioid use disorder; and
 - (d) an Internet web site address that contains, or a quick response (QR) code that directs an individual to an Internet web site that contains, information concerning the signs and symptoms of an overdose, overdose response and instructions for the use of the opioid antagonist.
- (10) The administration and storage of opioid antagonists pursuant to this policy must be effected in accordance with this policy and procedures regarding the acquisition, maintenance, and administration established by the Superintendent in consultation with the Board's medical advisor.
- (11) The parent or guardian of any student may submit, in writing, to the school nurse or school medical advisor, if any, that opioid antagonists shall not be administered to such student pursuant to this section.
 - (a) The school nurse shall notify selected and trained personnel of the students whose parents or guardians have refused emergency administration of opioid antagonists.
 - (b) The Board shall annually notify parents or guardians of the need to provide such written notice of refusal.
- (12) Following the emergency administration of an opioid antagonist by a school nurse or selected and trained personnel as identified in this section:

- (a) Immediately following the emergency administration of an opioid antagonist by a school nurse or selected and trained personnel as identified in this section, the person administering the opioid antagonist must call 911.
 - (b) Such emergency administration shall be reported immediately to:
 - (i) The school nurse or school medical advisor, if any, by the personnel who administered the opioid antagonist;
 - (ii) The Superintendent of Schools; and
 - (iii) The student's parent or guardian.
 - (c) A medication administration record shall be:
 - (i) Created by the school nurse or submitted to the school nurse by the personnel who administered the opioid antagonist, as soon as possible, but no later than the next school day; and
 - (ii) filed in or summarized on the student's cumulative health record, in accordance with Section F of this policy.
- (13) In the event that any provisions of this Section E conflict with regulations adopted by the Connecticut State Department of Education concerning the use, storage and administration of opioid antagonists in schools, the Department's regulations shall control.

F. Documentation and Record Keeping

- (1) Each school or before or after school program and school readiness program where medications are administered shall maintain an individual medication administration record for each student who receives medication during school or program hours. This record shall include the following information:
 - (a) the name of the student;
 - (b) the student's state-assigned student identifier (SASID);
 - (c) the name of the medication;
 - (d) the dosage of the medication;
 - (e) the route of the administration, (e.g., oral, topical, inhalant, etc.);
 - (f) the frequency of administration;
 - (g) the name of the authorized prescriber;
 - (h) the dates for initiating and terminating the administration of medication, including extended-year programs;
 - (i) the quantity received at school and verification by the adult delivering the medication of the quantity received;

- (j) the date the medication is to be reordered (if any);
 - (k) any student allergies to food and/or medication(s);
 - (l) the date and time of each administration or omission, including the reason for any omission;
 - (m) the dose or amount of each medication administered;
 - (n) the full written or electronic legal signature of the nurse or other authorized school personnel administering the medication; and
 - (o) for controlled medications, a medication count which should be conducted and documented at least once a week and co-signed by the assigned nurse and a witness.
- (2) All records are either to be made in ink and shall not be altered, or recorded electronically in a record that cannot be altered.
- (3) Written orders of authorized prescribers, written authorizations of a parent or guardian, the written parental permission for the exchange of information by the prescriber and school nurse to ensure safe administration of such medication, and the completed medication administration record for each student shall be filed in the student's cumulative health record or, for before or after school programs and school readiness programs, in the student's program record.
- (4) Authorized prescribers may make verbal orders, including telephone orders, for a *change* in medication order. Such verbal orders may be received only by a school nurse and must be followed by a written order, which may be faxed, and must be received within three (3) school days.
- (5) Medication administration records will be made available to the Department of Education for review until destroyed pursuant to Section 11-8a and Section 10-212a(b) of the Connecticut General Statutes.
- (a) The completed medication administration record for non-controlled medications may, at the discretion of the school district, be destroyed in accordance with Section M8 of the Connecticut Record Retention Schedules for Municipalities upon receipt of a signed approval form (RC-075) from the Office of the Public Records Administrator, so long as such record is superseded by a summary on the student health record.
 - (b) The completed medication administration record for controlled medications shall be maintained in the same manner as the non-controlled medications. In addition, a separate medication administration record needs to be maintained in the school for three (3) years pursuant to Section 10-212a(b) of the Connecticut General Statutes.

- (6) Documentation of any administration of medication by a coach or licensed athletic trainer shall be completed on forms provided by the school and the following procedures shall be followed:
 - (a) a medication administration record for each student shall be maintained in the athletic offices;
 - (b) administration of a cartridge injector medication shall be reported to the school nurse at the earliest possible time, but no later than the next school day;
 - (c) all instances of medication administration, except for the administration of cartridge injector medication, shall be reported to the school nurse at least monthly, or as frequently as required by the individual student plan; and
 - (d) the administration of medication record must be submitted to the school nurse at the end of each sport season and filed in the student's cumulative health record.

G. Errors in Medication Administration

- (1) Whenever any error in medication administration occurs, the following procedures shall apply:
 - (a) the person making the error in medication administration shall immediately implement the medication emergency procedures in this policy if necessary;
 - (b) the person making the error in medication administration shall in all cases immediately notify the school nurse, principal, school nurse supervisor, and authorized prescriber. The person making the error, in conjunction with the principal, shall also immediately notify the parent or guardian, advising of the nature of the error and all steps taken or being taken to rectify the error, including contact with the authorized prescriber and/or any other medical action(s); and
 - (c) the principal shall notify the Superintendent or the Superintendent's designee.
- (2) The school nurse, along with the person making the error, shall complete a report using the authorized medication error report form. The report shall include any corrective action taken.
- (3) Any error in the administration of medication shall be documented in the student's cumulative health record or, for before or after school programs and school readiness programs, in the student's program record.

- (4) These same procedures shall apply to coaches and licensed athletic trainers during intramural and interscholastic events, except that if the school nurse is not available, a report must be submitted by the coach or licensed athletic trainer to the school nurse the next school day.

H. Medication Emergency Procedures

- (1) Whenever a student has a life-threatening reaction to administration of a medication, resolution of the reaction to protect the student's health and safety shall be the foremost priority. The school nurse and the authorized prescriber shall be notified immediately, or as soon as possible in light of any emergency medical care that must be given to the student.
- (2) Emergency medical care to resolve a medication emergency includes but is not limited to the following, as appropriate under the circumstances:
 - (a) use of the 911 emergency response system;
 - (b) application by properly trained and/or certified personnel of appropriate emergency medical care techniques, such as cardio-pulmonary resuscitation;
 - (c) administration of emergency medication in accordance with this policy;
 - (d) contact with a poison control center; and
 - (e) transporting the student to the nearest available emergency medical care facility that is capable of responding to a medication emergency.
- (3) As soon as possible, in light of the circumstances, the principal shall be notified of the medication emergency. The principal shall immediately thereafter contact the Superintendent or the Superintendent's designee, who shall thereafter notify the parent or guardian, advising of the existence and nature of the medication emergency and all steps taken or being taken to resolve the emergency and protect the health and safety of the student, including contact with the authorized prescriber and/or any other medical action(s) that are being or have been taken.

I. Supervision

- (1) The school nurse is responsible for general supervision of administration of medications in the school(s) to which that nurse is assigned.
- (2) The school nurse's duty of general supervision includes, but is not limited to, the following:
 - (a) availability on a regularly scheduled basis to:

- (i) review orders or changes in orders and communicate these to personnel designated to give medication for appropriate follow-up;
 - (ii) set up a plan and schedule to ensure medications are given properly;
 - (iii) provide training to licensed nursing personnel, full-time principals, full-time teachers, full-time licensed physical or occupational therapists employed by the school district, coaches of intramural and interscholastic athletics, licensed athletic trainers and identified paraeducators designated in accordance with Section B(3)(g), above, which training shall pertain to the administration of medications to students, and assess the competency of these individuals to administer medication;
 - (iv) support and assist other licensed nursing personnel, full-time principals, full-time teachers, full-time licensed physical or occupational therapists employed by the school district, coaches of intramural and/or interscholastic athletics, licensed athletic trainers and identified paraeducators designated in accordance with Section B(3)(g), above, to prepare for and implement their responsibilities related to the administration of specific medications during school hours and during intramural and interscholastic athletics as provided by this policy;
 - (v) provide appropriate follow-up to ensure the administration of medication plan results in desired student outcomes, including providing proper notification to appropriate employees or contractors regarding the contents of such medical plans; and
 - (vi) provide consultation by telephone or other means of telecommunications, which consultation may be provided by an authorized prescriber or other nurse in the absence of the school nurse.
- (b) In addition, the school nurse shall be responsible for:
- (i) implementing policies and procedures regarding the receipt, storage, and administration of medications;
 - (ii) reviewing, on a periodic basis, all documentation pertaining to the administration of medications for students;
 - (iii) performing observations of the competency of medication administration by full-time principals, full-time teachers, full-time licensed physical or occupational therapists employed by

the school district, coaches of intramural and/or interscholastic athletics and licensed athletic trainers in accordance with Section B(3)(f), above, and identified paraeducators designated in accordance with Section B(3)(g), above, who have been newly trained to administer medications; and,

- (iv) conducting periodic reviews, as needed, with licensed nursing personnel, full-time principals, full-time teachers, full-time licensed physical or occupational therapists employed by the school district, coaches of intramural and/or interscholastic athletics and licensed athletic trainers in accordance with Section B(3)(f), above, and identified paraeducators designated in accordance with Section B(3)(g), above, regarding the needs of any student receiving medication.

J. Training of School Personnel

- (1) Full-time principals, full-time teachers, full-time licensed physical or occupational therapists employed by the school district, coaches of intramural and/or interscholastic athletics and licensed athletic trainers in accordance with Section B(3)(f), above, and identified paraeducators designated in accordance with Section B(3)(g), above, who are designated to administer medications shall at least annually receive training in their safe administration, and only trained full-time principals, full-time teachers, full-time licensed physical or occupational therapists employed by the school district, coaches of intramural and/or interscholastic athletics and licensed athletic trainers in accordance with Section B(3)(f), above, and identified paraeducators designated in accordance with Section B(3)(g), above, shall be allowed to administer medications.
- (2) Training for full-time principals, full-time teachers, full-time licensed physical or occupational therapists employed by the school district, coaches of intramural and/or interscholastic athletics and licensed athletic trainers in accordance with Section B(3)(f), above, and identified paraeducators designated in accordance with Section B(3)(g), above, shall include, but is not necessarily limited to, the following:
 - (a) the general principles of safe administration of medication;
 - (b) the procedures for administration of medications, including the safe handling and storage of medications, and the required record-keeping; and
 - (c) specific information related to each student's medication plan, including the name and generic name of the medication, indications for medication dosage, routes, time and frequency of administration, therapeutic effects of the medication, potential side effects, overdose

or missed doses of the medication, and when to implement emergency interventions.

- (3) The principal(s), teacher(s), licensed athletic trainer(s), licensed physical or occupational therapist(s) employed by the Board, coach(es) and/or school paraeducator(s) who administer epinephrine pursuant to Sections B and D above, shall annually complete the training program developed by the Departments of Education and Public Health and training in cardiopulmonary resuscitation and first aid, as described in Connecticut General Statutes § 10-212g.
- (4) The principal(s), teacher(s), licensed athletic trainer(s), licensed physical or occupational therapist(s), coach(es) and/or paraeducator(s) who administer opioid antagonists as emergency first aid, pursuant to Section E above, shall annually complete a training program in the distribution and administration of an opioid antagonist (1) developed by the State Department of Education, Department of Consumer Protection, and Department of Public Health, or (2) under a local agreement, entered into by the Board on July 1, 2022 or thereafter, with a prescriber or pharmacist for the administration of opioid antagonists for the purpose of emergency first aid, which training shall also address the Board's opioid antagonist storage, handling, labeling, recalls, and record keeping.
- (5) The Board shall maintain documentation of medication administration training as follows:
 - (a) dates of general and student-specific trainings;
 - (b) content of the trainings;
 - (c) individuals who have successfully completed general and student-specific administration of medication training for the current school year; and
 - (d) names and credentials of the nurse or school medical advisor, if any, trainer or trainers.
- (6) Licensed practical nurses may not conduct training in the administration of medication to another individual.

K. Handling, Storage and Disposal of Medications

- (1) All medications, except those approved for transporting by students for self-medication, those administered by coaches of intramural or interscholastic athletics or licensed athletic trainers in accordance with Section B(3)(f) above, and epinephrine or naloxone to be used for emergency first aid in accordance with Sections D and E above, must be delivered by the parent, guardian, or

other responsible adult to the nurse assigned to the student's school or, in the absence of such nurse, the school principal who has been trained in the appropriate administration of medication. Medications administered by coaches of intramural or interscholastic athletics or licensed athletic trainers must be delivered by the parent or guardian directly to the coach or licensed athletic trainer in accordance with Section B(3)(f) above.

- (2) The nurse shall examine on-site any new medication, medication order and the required authorization to administer form, and, except for epinephrine and naloxone to be used as emergency first aid in accordance with Sections D and E above, shall develop a medication administration plan for the student before any medication is given to the student by any school personnel. No medication shall be stored at a school without a current written order from an authorized prescriber.
- (3) The school nurse shall review all medication refills with the medication order and parent authorization prior to the administration of medication, except for epinephrine and naloxone intended for emergency first aid in accordance with Sections D and E above.
- (4) Emergency Medications
 - (a) Except as otherwise determined by a student's emergency care plan, emergency medications shall be stored in an unlocked, clearly labeled and readily accessible cabinet or container in the health room during school hours under the general supervision of the school nurse or, in the absence of the school nurse, the principal or the principal's designee who has been trained in the administration of medication.
 - (b) Emergency medication shall be locked beyond the regular school day or program hours, except as otherwise determined by a student's emergency care plan.
- (5) All medications, except those approved for keeping by students for self-medication, shall be kept in a designated and locked location used exclusively for the storage of medication. Controlled substances shall be stored separately from other drugs and substances in a separate, secure, substantially constructed, locked metal or wood cabinet.
- (6) Access to stored medications shall be limited to persons authorized to administer medications. Each school or before or after school program and school readiness program shall maintain a current list of such authorized persons.
- (7) All medications, prescription and non-prescription, shall be delivered and stored in their original containers and in such a manner that renders them safe and effective.

- (8) At least two sets of keys for the medication containers or cabinets shall be maintained for each school building or before or after school program and school readiness program. One set of keys shall be maintained under the direct control of the school nurse or nurses and an additional set shall be under the direct control of the principal and, if necessary, the program director or lead teacher who has been trained in the general principles of the administration of medication shall also have a set of keys.
- (9) Medications that must be refrigerated shall be stored in a refrigerator at no less than 36 degrees Fahrenheit and no more than 46 degrees Fahrenheit. The refrigerator must be located in the health office that is maintained for health services with limited access. Non-controlled medications may be stored directly on the refrigerator shelf with no further protection needed. Controlled medication shall be stored in a locked box that is affixed to the refrigerator shelf.
- (10) All unused, discontinued or obsolete medications shall be removed from storage areas and either returned to the parent or guardian or, if the medication cannot be returned to the parent or guardian, the medication shall be destroyed in collaboration with the school nurse:
 - (a) non-controlled drugs shall be destroyed in the presence of at least one witness;
 - (b) controlled drugs shall be destroyed in pursuant to Section 21a-262-3 of the Regulations of Connecticut State Agencies; and
 - (c) accidental destruction or loss of controlled drugs must be verified in the presence of a second person, including confirmation of the presence or absence of residue, and jointly documented on the student medication administration record and on a medication error form pursuant to Section 10-212a(b) of the Connecticut General Statutes. If no residue is present, notification must be made to the Department of Consumer Protection pursuant to Section 21a-262-3 of the Regulations of Connecticut State Agencies.
- (11) Medications to be administered by coaches of intramural or interscholastic athletic events or licensed athletic trainers shall be stored:
 - (a) in containers for the exclusive use of holding medications;
 - (b) in locations that preserve the integrity of the medication;
 - (c) under the general supervision of the coach or licensed athletic trainer trained in the administration of medication; and

- (d) in a locked secured cabinet when not under the general supervision of the coach or licensed athletic trainer during intramural or interscholastic athletic events.
- (12) In no event shall a school store more than a three (3) month supply of a medication for a student.

L. School Readiness Programs and Before or After School Programs

- (1) As determined by the school medical advisor, if any, and school nurse supervisor, the following procedures shall apply to the administration of medication during school readiness programs and before or after school programs run by the Board, which are exempt from licensure by the Office of Early Childhood:
- (a) Administration of medication at these programs shall be provided only when it is medically necessary for participants to access the program and maintain their health status while attending the program.
 - (b) Except as provided by Sections D and E above, no medication shall be administered in these programs without:
 - (i) the written order of an authorized prescriber; and
 - (ii) the written authorization of a parent or guardian or an eligible student.
 - (c) A school nurse shall provide consultation to the program director, lead teacher or school administrator who has been trained in the administration of medication regarding the safe administration of medication within these programs. The school medical advisor and school nurse supervisor shall determine whether, based on the population of the school readiness program and/or before or after school program, additional nursing services are required for these programs.
 - (d) Only school nurses, directors or directors' designees, lead teachers or school administrators who have been properly trained may administer medications to students as delegated by the school nurse or other registered nurse. Properly trained directors or directors' designees, lead teachers or school administrators may administer oral, topical, intranasal or inhalant medications. Investigational drugs or research or study medications may not be administered in these programs.
 - (e) Students attending these programs may be permitted to self-medicate only in accordance with the provisions of Section B(3) of this policy. In such a case, the school nurse must provide the program director,

lead teacher or school administrator running the program with the medication order and parent permission for self-administration.

- (f) In the absence of the school nurse during program administration, the program director, lead teacher or school administrator is responsible for decision-making regarding medication administration.
 - (g) Cartridge injector medications may be administered by a director, lead teacher or school administrator only to a student with a medically-diagnosed allergic condition which may require prompt treatment to protect the student against serious harm or death.
- (2) Local poison control center information shall be readily available at these programs.
 - (3) Procedures for medication emergencies or medication errors, as outlined in this policy, must be followed, except that in the event of a medication error a report must be submitted by the program director, lead teacher or school administrator to the school nurse the next school day.
 - (4) Training for directors or directors' designees, lead teachers or school administrators in the administration of medication shall be provided in accordance with Section J of this policy.
 - (5) All medications must be handled and stored in accordance with Section K of this policy. Where possible, a separate supply of medication shall be stored at the site of the before or after or school readiness program. In the event that it is not possible for the parent or guardian to provide a separate supply of medication, then a plan shall be in place to ensure the timely transfer of the medication from the school to the program and back on a daily basis.
 - (6) Documentation of any administration of medication shall be completed on forms provided by the school and the following procedures shall be followed:
 - (a) a medication administration record for each student shall be maintained by the program;
 - (b) administration of a cartridge injector medication shall be reported to the school nurse at the earliest possible time, but no later than the next school day;
 - (c) all instances of medication administration, except for the administration of cartridge injector medication, shall be reported to the school nurse at least monthly, or as frequently as required by the individual student plan; and

- (d) the administration of medication record must be submitted to the school nurse at the end of each school year and filed in the student's cumulative health record.
- (7) The procedures for the administration of medication at school readiness programs and before or after school programs shall be reviewed annually by the school medical advisor, if any, and school nurse supervisor.

M. Review and Revision of Policy

In accordance with the provisions of Conn. Gen. Stat. Section 10-212a(a)(2) and Section 10-212a-2 of the Regulations of Connecticut State Agencies, the Board shall review this policy periodically, and at least biennially, with the advice and approval of the school medical advisor, if any, or other qualified licensed physician, and the school nurse supervisor. Any proposed revisions to the policy must be made with the advice and approval of the school medical advisor, school nurse supervisor or other qualified licensed physician.

Legal References:

Connecticut General Statutes:

Public Act No. 24-93, "An Act Concerning Various and Assorted Revisions to the Education Statutes."

Section 10-206
Section 10-212
Section 10-212a
Section 10-212c
Section 10-212g
Section 10-220j
Section 14-276b
Section 19a-900
Section 21a-240
Section 21a-286
Section 52-557b

Regulations of Conn. State Agencies:

Sections 10-212a-1 through 10-212a-10, inclusive

Memorandum of Decision, In Re: Declaratory Ruling/Delegation by Licensed Nurses to Unlicensed Assistive Personnel, Connecticut State Board of Examiners for Nursing (April 5, 1995)

Storage and Administration of Opioid Antagonists in Schools: Guidelines for Local and Regional Boards of Education, Connecticut State Department of Education (October 1, 2022)

Approved: November 21, 2023

NEW MILFORD PUBLIC SCHOOLS

Revised:

New Milford, Connecticut

Note This policy was revised i to update the appeal procedures to ensure consistency across all policies related to discrimination and harassment. This is done in part because the 2024 Title IX Final Rule requires that boards of education provide an appeal process in its Title IX policy that is, at a minimum, the same as it offers in comparable proceedings. Therefore, polices related to discrimination and harassment were revised to ensure the appeal procedures are comparable across all polices.

**Series 5000
Students**

5145.45

**POLICY AND ADMINISTRATIVE REGULATIONS REGARDING STUDENTS
AND SECTION 504 OF THE REHABILITATION ACT OF 1973 AND
TITLE II OF THE AMERICANS WITH DISABILITIES ACT OF 1990**

Section 504 of the Rehabilitation Act of 1973 (“Section 504”) prohibits discrimination against individuals with a disability in any program receiving Federal financial assistance. Similarly, Title II of the Americans with Disabilities Act of 1990 (“Title II” or “ADA”) prohibits discrimination against individuals with a disability by state and local governments. To be protected under Section 504 and the ADA (“collectively, “Section 504/ADA”), an individual must (1) have a physical or mental impairment that substantially limits one or more major life activities; (2) have a record of such an impairment; or (3) be regarded as having such an impairment.

In order to fulfill its obligation under Section 504/ADA, the New Milford Public Schools (the “District”) recognize a responsibility to avoid discrimination in policies and practices regarding its personnel, students, parents/guardians and members of the public who participate in school sponsored programs, which may require reasonable modifications to such policies and practices. In this regard, the District prohibits discrimination against any person with a disability in any of the services, programs or activities of the school system.

The District has specific responsibilities under Section 504 to identify, evaluate and provide an educational placement for students who have a physical or mental impairment that substantially limits a major life activity. The District’s obligation includes providing access to a free appropriate public education (“FAPE”) for students determined to be eligible under Section 504/ADA. Under Section 504, FAPE is defined as the provision of regular or special education and related services that are designed to meet the individual educational needs of a student with a disability as adequately as the needs of students without disabilities are met, and that are provided without cost (except for fees similarly imposed on nondisabled students/parents).

If a student’s parents/guardians disagree with the decisions made by the professional staff of the District with respect to the identification, evaluation or educational placement of their child, such parents/guardians have a right to request an impartial due process hearing.

In addition, a student or parent/guardian of a student may also file an internal grievance/complaint on these issues or any other type of discrimination on the basis of disability by or within the District by utilizing the grievance/complaint procedures outlined in the Administrative Regulations Regarding Students and Section 504 of Rehabilitation Act of 1973 and Title II of Americans with Disabilities Act associated with this policy, and/or may file a complaint with the Office for Civil Rights, U.S. Department of Education (“OCR”):

Office for Civil Rights, Boston Office
U.S. Department of Education
8th Floor
5 Post Office Square
Boston, MA 02109-3921
(617) 289-0111

Anyone who wishes to file a grievance/complaint with the District, or who has questions or concerns about this policy, should contact the Section 504/ADA Coordinator for the District:

Holly Hollander, Assistant Superintendent
New Milford Public Schools
25 Sunny Valley Road, Suite A
New Milford, CT 06776
Telephone: 860-354-3235
e-mail: hollanderh@newmilfordps.org

Legal References:

29 U.S.C. §§ 705, 794
34 C.F.R. Part 104
42 U.S.C. § 12101 et seq.
28 C.F.R. Part 35

Protecting Students with Disabilities, Frequently Asked Questions About Section 504 and the Education of Children with Disabilities, Office for Civil Rights (March 17, 2011), available at <http://www.ed.gov/about/offices/list/ocr/504faq.html>

Dear Colleague Letter, United States Department of Education, Office for Civil Rights (January 19, 2012)

Supporting Students with Disabilities and Avoiding the Discriminatory Use of Student Discipline Under Section 504 of the Rehabilitation Act of 1973, Office for Civil Rights (July 2022), available at https://www2.ed.gov/about/offices/list/ocr/docs/504-discipline-guidance.pdf?utm_content=&utm_medium=email&utm_name=&utm_source=govdelivery&utm_term

Approved: June 20, 2023

NEW MILFORD PUBLIC SCHOOLS

Revised:

New Milford, Connecticut

**ADMINISTRATIVE REGULATIONS REGARDING STUDENTS
AND SECTION 504 OF THE REHABILITATION ACT OF 1973
AND TITLE II OF THE AMERICANS WITH DISABILITIES ACT OF 1990**

New Milford Board of Education Section 504/ADA Grievance/Complaint
Procedures Regarding Discrimination Against Students on the Basis of Disability

Section 504 of the Rehabilitation Act of 1973 (“Section 504”) and Title II of the Americans with Disabilities Act of 1990 (“Title II” or “ADA”) (collectively, “Section 504/ADA”) prohibit discrimination on the basis of disability. For the purposes of Section 504/ADA, the term “disability” with respect to an individual means: (a) a physical or mental impairment that substantially limits one or more major life activities of such individual; (b) a record of such an impairment; or (c) being regarded as having such an impairment.

I. Definitions

Free appropriate public education (FAPE) for purposes of Section 504, refers to the provision of regular or special education and related aids and services that are designed to meet individual educational needs of students with disabilities as adequately as the needs of students without disabilities are met, that are provided without cost (except for fees similarly imposed on nondisabled students/parents), and is based upon adherence to procedures that satisfy the Section 504 requirements pertaining to educational setting, evaluation and placement, and procedural safeguards.

Major life activities include, but are not limited to, caring for oneself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, sitting, reaching, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating, interacting with others, and working. A major life activity also includes the operation of a major bodily function, such as the functions of the immune system, special sense organs and skin, normal cell growth, and digestive, genitourinary, bowel, bladder, neurological, brain, respiratory, circulatory, cardiovascular, endocrine, hemic, lymphatic, musculoskeletal, and reproductive systems. The operation of a major bodily function includes the operation of an individual organ within a body system.

Mitigating measures include, but are not limited to, (a) medication, medical supplies, equipment, appliances, low-vision devices (defined as devices that magnify, enhance, or otherwise augment a visual image, but not including ordinary eyeglasses or contact lenses), prosthetics including limbs and devices, hearing aid(s) and cochlear implant(s) or other implantable hearing devices, mobility devices, oxygen therapy equipment and supplies; (b) use of assistive technology; (c) reasonable modifications or auxiliary aids or services; (d) learned behavioral or adaptive neurological modifications; or (e) psychotherapy, behavioral therapy, or physical therapy.

Physical or mental impairment is (a) any physiological disorder or condition, cosmetic disfigurement, or anatomical loss affecting one or more of the following body systems, such as: neurological, musculoskeletal, special sense organs, respiratory (including speech organs),

cardiovascular, reproductive, digestive, genitourinary, immune, circulatory, hemic, lymphatic, skin, and endocrine; (b) any mental or psychological disorder, such as intellectual disability, organic brain syndrome, emotional or mental illness, and specific learning disability; or (c) an impairment that is episodic or in remission if it would substantially limit a major life activity when active. Physical or mental impairment includes, but is not limited to, contagious and noncontagious diseases and conditions such as the following: orthopedic, visual, speech, and hearing impairments, and cerebral palsy, epilepsy, muscular dystrophy, multiple sclerosis, cancer, heart disease, diabetes, intellectual disability, emotional illness, dyslexia and other specific learning disabilities, Attention Deficit Hyperactivity Disorder, Human Immunodeficiency Virus infection (whether symptomatic or asymptomatic), tuberculosis, drug addiction, and alcoholism.

II. Procedures for Grievances/Complaints Alleging Discrimination on the Basis of Disability

- A. Any eligible person, including any student, parent/guardian, staff member or other employee who feels that the individual has been discriminated against on the basis of disability (including differential treatment, harassment and retaliation) may submit a written complaint to the designated Section 504/ADA Coordinator (*see* contact information below) for the New Milford Public Schools (the “District”) within thirty (30) school days of the alleged occurrence. Complaints by students and/or parents/guardians alleging discrimination involving students will be investigated under these procedures; complaints by employees or other non-students will be investigated under the appropriate administrative regulations.
- B. Timely reporting of complaints facilitates the prompt investigation and resolution of such complaints. If a complaint is filed relating to alleged discrimination occurring more than thirty (30) school days after the alleged occurrence, the Board’s ability to investigate the allegations may be limited by the passage of time. Therefore, complaints received after thirty (30) school days of the alleged occurrence shall be investigated to the extent possible, given the passage of time and the impact on available information, witnesses and memory. If a complaint is made verbally, the individual taking the complaint will reduce the complaint to writing.
- C. At any time, when a complaint involves discrimination that is directly related to a claim regarding the identification, evaluation or educational placement of a student under Section 504, the complainant may request that the Section 504/ADA Coordinator submit the complaint directly to an impartial hearing officer and request a due process hearing in accordance with Section III.D. Complaints regarding a student’s rights with respect to the student’s identification, evaluation or educational placement shall be addressed in accordance with the procedures set forth below in Section III.
- D. Retaliation against any individual who complains pursuant to the Board’s policy and regulations listed herein is strictly prohibited. The District will not tolerate any retaliation that occurs as a result of the good faith reporting or complaint of disability-based discrimination or as a result of an individual’s participation or cooperation in the investigation of a complaint. The District will take necessary

actions to prevent retaliation as a result of filing a complaint or the participation in an investigation of a complaint.

[NOTE: Districts should note that Section 504 does not provide a statute of limitations for filing grievances/complaints with the district. We recommend that districts encourage prompt reporting by suggesting that complaints be filed within thirty (30) school days in order to facilitate timely resolution of potential disputes.]

- E. If the Section 504/ADA Coordinator is the subject of the complaint, the complaint should be submitted directly to the Superintendent who may conduct the investigation or appoint a designee to conduct the investigation in accordance with these procedures. If the Superintendent is the subject of the complaint, the Board shall designate an appropriate party to conduct the investigation in accordance with these procedures.
- F. Complaints will be investigated promptly. Timeframes may be extended as needed given the complexity of the investigation, availability of individuals with relevant information and other extenuating circumstances. Confidentiality will be maintained by all persons involved in the investigation to the extent possible.
- G. If a disability discrimination complaint raises a concern about bullying behavior, the Section 504 Coordinator shall notify the Safe School Climate Specialist or designee who shall coordinate any bullying investigation with the Section 504 Coordinator, so as to ensure that any such bullying investigation complies with the requirements of applicable Board policies.
- H. The complaint should contain the following information:
 - 1. The name of the complainant;
 - 2. The date of the complaint;
 - 3. The date(s) of the alleged discrimination;
 - 4. The names of any witnesses or individuals relevant the complaint;
 - 5. A detailed statement describing the circumstances in which the alleged discrimination occurred; and
 - 6. The remedy requested.

However, all complaints will be investigated to the extent possible, even if such information is not included in the complaint. In such circumstances, additional information may be requested by the investigator as part of the investigation process.

- I. Upon receipt of the complaint, the individual investigating the complaint shall:
 - 1. Provide a copy of the written complaint to the Superintendent of Schools;
 - 2. Meet separately with the complainant and the respondent within ten (10) school days to discuss the nature of the complaint, identify individuals the complainant and respondent believe have relevant information, and obtain any relevant documents the complainant and respondent may have;
 - 3. Provide the complainant and the respondent with a copy of the applicable Board Section 504/ADA Policy and these administrative regulations;

4. Consider whether and which interim measures might be appropriate for an alleged victim and the respondent pending the outcome of the District's investigation;
5. Conduct an investigation of the factual basis of the complaint that is adequate, reliable, and impartial, including conducting interviews with individuals with information and review of documents relevant to the complaint;
6. Maintain confidentiality to the extent practicable throughout the investigative process in accordance with state and federal law;
7. Communicate the outcome of the investigation in writing to the complainant, and to the respondent (to the extent permitted by state and federal confidentiality requirements), within fifteen (15) school days from the date the complaint was received by the Section 504/ADA Coordinator or Superintendent. The written notice shall include a finding whether the complaint was substantiated and if so, shall identify how the District will remedy any identified violations of Section 504/ADA. The investigator may extend this deadline for no more than fifteen (15) additional school days if needed to complete the investigation. The complainant and the respondent shall be notified of any such extension;
8. If a complaint is made during summer recess, the complaint will be reviewed and addressed as quickly as possible given the availability of staff and/or other individuals who may have information relevant to the complaint, and no later than fifteen (15) school days after the start of the following school year. The complainant and the respondent will receive notice if the investigation has been impeded by the summer recess, and interim measures may be implemented as necessary (see sub-paragraph 4);
9. Ensure that appropriate corrective action is taken whenever allegations are verified. When allegations are verified, ensure that measures to remedy the effects of the discrimination and prevent its recurrence are appropriately considered, and offered, when appropriate. Corrective action should include steps to avoid continuing discrimination;
10. In the event the investigator concludes that there is no violation of Section 504/ADA, the District may attempt to resolve the complainant's ongoing concerns, if possible.

- J. After receiving the written notice of the outcome, parties shall have ten (10) school days to submit a formal written statement of appeal, if they so choose, to the Superintendent of Schools challenging the outcome of the investigation and explaining the basis for appeal.

Upon receipt of an appeal, the Superintendent shall appoint a decisionmaker(s) for the appeal, who may be the Superintendent or designee. The decisionmaker(s) for the appeal will provide the appealing party's written statement to the non-appealing party. The non-appealing party will then have ten (10) school days to submit to the decision-maker(s) for the appeal a written statement in support of, or challenging, the outcome of the investigation.

The decisionmaker(s) for the appeal shall review the evidence and the information presented by the parties and determine if further action and/or investigation is warranted. Such action may include consultation with the investigator(s) and the

parties, a meeting with appropriate individuals to attempt to resolve the complaint, or a decision affirming or overruling the written outcome. Generally, a party's disagreement with the outcome of the investigation, alone, will not be basis for further action. The decisionmaker(s) for the appeal will attempt to issue written notice of the outcome of the appeal to the parties within thirty (30) school days of receipt of all written statements from the parties.

III. Grievance/Complaint Resolution Procedures for Complaints Involving a Student's Identification, Evaluation or Educational Placement

Complaints regarding a student's identification, evaluation or educational placement shall generally be handled using the procedures described below. **However, at any time, the complainant may request that the Section 504/ADA Coordinator submit the complaint directly to an impartial hearing officer, and request a hearing in accordance with the provisions of subsection D (below).**

A. Submission of Complaint to Section 504/ADA Coordinator

1. In order to facilitate the prompt investigation of complaints, any complaint regarding a student's identification, evaluation or educational placement under Section 504 should be forwarded to the District's Section 504/ADA Coordinator (*see* contact information below) within thirty (30) school days of the alleged date that the dispute regarding the student's identification, evaluation and/or education placement arose. Timely reporting of complaints facilitates the resolution of potential educational disputes.
2. The complaint concerning a student's identification, evaluation or educational placement should contain the following information:
 - a. Full name of the student, age, and grade level;
 - b. Name of parent(s);
 - c. Address and relevant contact information for parent/complainant;
 - d. Date of complaint;
 - e. Specific areas of disagreement relating to the student's identification, evaluation and/or placement; and
 - f. Remedy requested.

However, all complaints will be investigated to the extent possible even if such information is not included in the written complaint. In such circumstances, additional information may be requested by the investigator as part of the investigation process.

3. Complaints will be investigated promptly within timeframes identified below. Timeframes may be extended as needed given the complexity of the investigation, availability of individuals with relevant information and other extenuating circumstances.
4. Upon receipt of the complaint, the Section 504/ADA Coordinator or the Coordinator's designee shall:

- a. Forward a copy of the complaint to the Superintendent of Schools;
- b. Meet with the complainant within ten (10) school days to discuss the nature of the complainant's concerns and determine if an appropriate resolution can be reached, or whether interim measures may be appropriate. If a complaint is made during summer recess, the complaint will be reviewed and addressed as quickly as possible given the availability of staff and other individuals who may have information relevant to the complaint, and no later than ten (10) school days after the start of the following school year;
- c. If, following such a meeting, further investigation is deemed necessary, the Section 504/ADA Coordinator or designee shall promptly investigate the factual basis for the complaint, consulting with any individuals reasonably believed to have relevant information, including the student and/or complainant; and
- d. Communicate the results of the investigation in writing to the complainant and any persons named as parties to the complaint (to the extent permitted by state and federal confidentiality requirements) within fifteen (15) school days from the date the complaint was received by the Section 504/ADA Coordinator or designee.
- e. In the event that the Section 504/ADA Coordinator or designee has a conflict of interest that prevents such individual from serving in this role, the complaint shall be forwarded to the Superintendent who shall appoint an investigator who does not have a conflict of interest.

B. Review by Superintendent of Schools

1. After receiving the written notice of the outcome, the Complainant shall have ten (10) school days to submit a formal written statement of appeal, if they so choose, to the Superintendent of Schools challenging the outcome of the investigation and explaining the basis for appeal. Upon receipt of an appeal, the Superintendent shall appoint a decisionmaker(s) for the appeal, who may be the Superintendent or designee.
2. The decisionmaker(s) for the appeal shall review the evidence and the information presented by the parties and determine if further action and/or investigation is warranted. Such action may include consultation with the investigator(s) and the parties, a meeting with appropriate individuals to attempt to resolve the complaint, or a decision affirming or overruling the written outcome. Generally, a party's disagreement with the outcome of the investigation, alone, will not be basis for further action. The

decisionmaker(s) for the appeal will attempt to issue written notice of the outcome of the appeal to the parties within thirty (30) school days of receipt of all written statements from the parties.

3. If the complainant is not satisfied with the decisionmaker for the appeal's decision or proposed resolution, such individual may request that the Superintendent submit the matter to a neutral mediator or to an impartial hearing officer. This request for mediation or a hearing should be made within fifteen (15) school days of the Superintendent or designee's decision.

C. Mediation Procedures

1. A parent/guardian or student aged 18 or older may request mediation with a neutral mediator to attempt to resolve a disagreement with the decisions made by the professional staff of the District with respect to the identification, evaluation or educational placement of the student.
2. A request for mediation regarding a student's identification, evaluation or educational placement under Section 504 should be forwarded to the District's Section 504/ADA Coordinator within thirty (30) school days of the alleged date that the dispute regarding the student's identification, evaluation, and/or education placement arose or within fifteen (15) school days of the Superintendent's decision in reviewing a complaint handled through the grievance/complaint procedure described in Section III.B, above. Mediation shall only occur by mutual agreement of the parties.
3. The request for mediation concerning a disagreement relating to a student's identification, evaluation or educational placement should contain the following information:
 - a. Full name of the student, age, and grade level;
 - b. Name of parent(s);
 - c. Address and relevant contact information for parent/complainant;
 - d. Date of complaint;
 - e. Specific areas of disagreement relating to the student's identification, evaluation and/or placement; and
 - f. Remedy requested.
4. Upon receipt of a request for mediation,
 - a. The Section 504/ADA Coordinator shall:
 - i. Forward a copy of the request for mediation to the Superintendent of Schools; and
 - ii. Inform the parent/guardian or student 18 years old or older as to whether the District agrees to mediation in writing.
 - b. If the District agrees to mediation, the Board shall retain a neutral mediator who is knowledgeable about the requirements of Section 504/ADA and has an understanding of a free appropriate public

education (“FAPE”) under Section 504 and the distinctions between and among Section 504, the ADA and the Individuals with Disabilities Education Act (“IDEA”).

- c. If the District does not agree to mediation, the Section 504/ADA Coordinator shall inform the parent/guardian or student aged 18 or older of their right to request an impartial hearing.
5. The mediator shall inform all parties involved of the date, time and place of the mediation and of the right to have legal counsel or other representation at the complainant’s own expense, if desired.
6. The mediator shall meet with the parties jointly, or separately, as determined by the mediator, and shall facilitate a voluntary settlement of the dispute between the parties, if possible.
7. All statements, offers, or discussions and/or information shared during the mediation process, but not available from other means, shall be confidential, and may not be used in a subsequent hearing or other administrative or judicial proceeding related to the disagreement that is the subject of the mediation.
8. If the parties are not able to reach a voluntary settlement of the dispute, the complainant may request an impartial hearing, as described below.

D. Impartial Hearing Procedures

An impartial due process hearing is available to a parent/guardian of a student, or a student aged 18 years of age or older, who disagrees with the decisions made by the professional staff of the District with respect to the identification, evaluation or educational placement of the student, or otherwise makes a claim of discrimination relating to the identification, evaluation or educational placement of the student.

1. The request for a due process hearing concerning a disagreement relating to a student’s identification, evaluation or educational placement should contain the following information:
 - a. Full name of the student, age, and grade level;
 - b. Name of parent(s);
 - c. Address and relevant contact information for parent/complainant;
 - d. Date of complaint;
 - e. Specific areas of disagreement relating to the student’s identification, evaluation and/or placement; and
 - f. Remedy requested.
2. Upon receipt of a request for an impartial due process hearing, the Board shall retain an impartial hearing officer. The impartial hearing officer must be someone who is knowledgeable about the requirements of Section 504/ADA and has an understanding of a free appropriate public education

(“FAPE”) under Section 504 and the distinctions between and among Section 504, the ADA and the IDEA.

3. The impartial hearing office shall schedule a pre-hearing conference with the District and the parent(s) or student aged 18 years of age or older (and/or legal counsel for the student) to identify the issue(s) for hearing, set the hearing schedule and address other administrative matters related to the hearing, including the option for mediation.
4. The impartial hearing officer shall inform all parties involved of the date, time and place of the hearing and of the right to present witnesses, other evidence and to be represented by legal counsel at each party’s own expense, if desired.
5. The impartial hearing officer shall hear all aspects of the complainant’s complaint concerning the identification, evaluation or educational placement of the student and shall reach a decision within forty-five (45) school days of receipt of the request for hearing. The decision shall be presented in writing to the complainant and to the Section 504/ADA Coordinator. The impartial hearing officer’s decision shall be final.
6. An impartial hearing officer under Section 504 does not have jurisdiction to hear claims alleging discrimination, harassment or retaliation based on an individual’s disability unless such a claim is *directly related* to a claim regarding the identification, evaluation, or educational placement of a student under Section 504.
7. The time limits noted herein may be extended for good cause shown for reasons including, but not limited to, permitting more time for thorough review of the record, presentation of evidence or opportunity for resolution.

E. Drug/Alcohol Violations

If a student with a disability violates the Board’s policies relative to the use or possession of illegal drugs or alcohol, the Board may take disciplinary action against such student for the student’s illegal use or possession of drugs or alcohol to the same extent that the Board would take disciplinary action against nondisabled students. Such disciplinary action is not subject to the complaint or due process procedures outlined above.

IV. The Section 504/ADA Coordinator for the District is:

**Holly Hollander, Assistant Superintendent
New Milford Public Schools
25 Sunny Valley Road, Suite A
New Milford, CT 06776
Telephone: 860-354-3235
e-mail: hollanderh@newmilfordps.org**

V. Complaints to Federal Agencies

At any time, the complainant has the right to file a formal complaint with the U.S. Department of Education, Office for Civil Rights, 8th Floor, 5 Post Office Square, Suite 900, Boston, MA 02109-0111 (TELEPHONE NUMBER (617) 289-0111); <http://www2.ed.gov/about/offices/list/ocr/docs/howto.html>.

Regulation approved: June 20, 2023

Regulation revised:

School districts are required by law to provide notice of parent/student rights under Section 504. Reference to ADA is also included in this notice because there is overlap between Section 504 and the ADA. This suggested notice is not part of the model policy, but must be disseminated annually to parents. We recommend inclusion of this notice within your student handbook.

NEW MILFORD PUBLIC SCHOOLS

NOTICE OF PARENT/STUDENT RIGHTS UNDER SECTION 504 OF THE REHABILITATION ACT OF 1973 AND TITLE II OF THE AMERICANS WITH DISABILITIES ACT OF 1990

Section 504 of the Rehabilitation Act of 1973 (“Section 504”) is a non-discrimination statute enacted by the United States Congress. Section 504 prohibits discrimination on the basis of disability by recipients of federal funds. Title II of the Americans with Disabilities Act (“ADA” or “Title II”) also prohibits discrimination on the basis of disability by state and local governments. To be protected under Section 504 and the ADA (“collectively, “Section 504/ADA”) as an individual with a disability, an individual must (1) have a physical or mental impairment that substantially limits one or more major life activities; (2) have a record of such an impairment; or (3) be regarded as having such an impairment.

Under Section 504, the New Milford Public Schools (the “District”) has specific responsibilities to identify, evaluate and provide an educational placement for students with a disability. The District’s obligation includes providing such eligible students a free appropriate public education (“FAPE”). Section 504 defines FAPE as the provision of regular or special education and related services that are designed to meet the individual educational needs of a student with a disability as adequately as the needs of students without disabilities are met, and that are provided without cost (except for fees similarly imposed on nondisabled students/parents).

A student is eligible for regular or special education and related services under Section 504 if it is determined that the student has a mental or physical disability that substantially limits one or more major life activity such as (but not limited to): caring for oneself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating or working. A major life activity may also include the operation of a major bodily function, such as an individual’s immune, digestive, respiratory or circulatory systems.

A student can have a disability and be covered by Section 504/ADA even if the student does not qualify for, or receive, special education services under the IDEA.

The purpose of this notice is to provide parents/guardians and students 18 years of age or older with information regarding their rights under Section 504. Under Section 504, you have the right:

1. To be informed of your rights under Section 504;

2. To have your child take part in and receive benefits from the District's education programs without discrimination based on your child's disability;
3. For your child to have equal opportunities to participate in academic, nonacademic and extracurricular activities in your school without discrimination based on your child's disability;
4. To be notified of decisions and the basis for decisions regarding the identification, evaluation, and educational placement of your child under Section 504;
5. If you suspect your child may have a disability, to request an evaluation, at no expense to you and to have an eligibility determination under Section 504 (and if eligible, placement decisions made) by a team of persons who are knowledgeable of your child, the assessment data, and any placement options;
6. If your child is eligible for services under Section 504, for your child to receive a free appropriate public education (FAPE). This includes the right to receive regular or special education and related services that are designed to meet the individual needs of your child as adequately as the needs of students without disabilities are met;
7. For your child to receive reasonable accommodations and services to allow your child an equal opportunity to participate in school, extra-curricular and school-related activities;
8. For your child to be educated with peers who do not have disabilities to the maximum extent appropriate;
9. To have your child educated in facilities and receive services comparable to those provided to non-disabled students;
10. To review all relevant records relating to decisions regarding your child's Section 504 identification, evaluation, and educational placement;
11. To examine or obtain copies of your child's educational records at a reasonable cost unless the fee would effectively deny you access to the records;
12. To request changes in the educational program of your child, to have your request and related information considered by the team, a decision made by the team, and if denied, an explanation for the team's decision/determination;
13. To request an impartial due process hearing if you disagree with the District's decisions regarding your child's Section 504 identification, evaluation or educational placement. The costs for this hearing are borne by the District. You and the student have the right to take part in the hearing and to have an attorney represent you at your expense;
14. To file a local grievance/complaint with the District's designated Section 504/ADA Coordinator to resolve complaints of discrimination including, but not

limited to, claims of discrimination directly related to the identification, evaluation or placement of your child; and

15. To file a formal complaint with the U.S. Department of Education, Office for Civil Rights.

The Section 504/ADA Coordinator for the District is:

Holly Hollander, Assistant Superintendent
New Milford Public Schools
25 Sunny Valley Road, Suite A
New Milford, CT 06776
Telephone: 860-354-3235
e-mail: hollanderh@newmilfordps.org

For additional assistance regarding your rights under Section 504 and Title II of the Americans with Disabilities Act, you may contact:

Office for Civil Rights, Boston Office
U.S. Department of Education
8th Floor
5 Post Office Square
Boston, MA 02109-0111
(617) 289-0111.

Sample Section 504 Referral Form

I. Identifying Information

Name: _____ DOB: _____ Age: _____

Date of Referral: _____

Primary Language: ___ English ___ Other: _____

Referring Person: _____ Relationship to Student: _____

Parent/Guardian: _____

Address: _____ Cell Phone: _____ E-mail: _____

Parent/Guardian _____

Address: _____ Cell Phone: _____ E-mail: _____

Current School: _____ Grade: _____

II. Background Information

A. Reason for Referral: (Identify areas of concern)

B. Strategies/Interventions to Date: (Attach copies of documentation)

C. Pertinent Evaluative Data: (e.g. test scores, grades, evaluations, etc.)

D. Other Relevant Information:

E. Special Services History

Are you aware of any special services that have been provided to this student in the past?

Yes No

If yes, describe the type, location and provider of the service.

4. Parent Notification (if individual other than Parent has made referral):

Has the parent/guardian been notified about your concerns regarding this student?

Yes No

If Yes, method of notification: _____

Date(s) parent/guardian was notified: _____

Signed: _____ Date: _____
(Signature of individual completing this form)

SAMPLE SECTION 504 MEETING NOTICE

Date: _____

Parent/Guardian: _____
Street: _____
City/Zip Code: _____

Parent/Guardian: _____
Street: _____
City/Zip Code: _____

Dear _____:

Please be advised that a Section 504 meeting will be convened on behalf of your child,

_____. The meeting is scheduled as follows:
(Child's Name)

Date: _____ Time: _____ Location: _____

The purpose of this meeting is to:

- _____ Plan evaluation/initial evaluation
- _____ Determine eligibility
- _____ Develop Section 504 Plan
- _____ Review new information and/or possible need for re-evaluation
- _____ Review re-evaluation
- _____ Other

The following individuals have been invited to attend:

Name	Administration	Name	Title

Name	Instruction	Name	Title

Name	Related Service	Name	Title

Name	Student, if appropriate	Name	Title

Please make every effort to attend this meeting. You may bring anyone of your choosing to this meeting. The meeting can be rescheduled at a mutually agreed upon time and place. A COPY OF YOUR RIGHTS IS ENCLOSED. If you have any questions or wish to reschedule the meeting, please contact me:

Sincerely, _____
[Name and Title]

A copy of this notice has been sent to the parent(s), as 504 Rights have been transferred to the student at age 18.

SAMPLE SECTION 504 PLAN

NAME: _____ DOB: _____ GRADE: _____

SCHOOL: _____

DATE OF MEETING: _____

1. Describe the nature of the concern:

2. Describe all evaluation data gathered:

3. Identify the disability(ies) (i.e., physical or mental impairment that substantially impacts one or more major life activities) :

4. Describe the basis for determining the disability(ies) (if any):

5. Describe how the disability affects each of the impacted major life activities:

6. Please describe the analysis undertaken to determine the potential impact on a major life activity, without consideration of the ameliorating effects of any “mitigating measures,” except for ordinary eyeglasses or contact lenses. Mitigating measures may include, but are not limited to, (a) medication, medical supplies, equipment, appliances, low-vision devices (defined as devices that magnify, enhance, or otherwise augment a visual image, but not including ordinary eyeglasses or contact lenses), prosthetics including limbs and devices, hearing aid(s) and cochlear implant(s) or other implantable hearing devices, mobility devices, oxygen therapy equipment and supplies; (b) use of assistive technology; (c) reasonable modifications or auxiliary aids or services; (d) learned behavioral or adaptive neurological modifications; or (e) psychotherapy, behavioral therapy, or physical therapy.

Did the team consider the impact of the disability on a major life activity **without** the potential impact of any mitigating measures (except for ordinary eyeglasses and contact lenses)? For example, if the student is currently using a hearing aid, did the

team consider whether the student has a physical or mental impairment that substantially limits a major life activity if the student were not using the hearing aid?

Yes No

Please describe:

7. Does the student require accommodations (i.e., regular or special education, and/or related aids and services) under section 504, in order to access the student’s education and other programs of the District and/or to receive educational benefit? If so, please describe each accommodation that is necessary:

Accommodation/Service	Frequency (time/daily/weekly)	Responsible staff/implementer	Additional Description

Use this space for narrative descriptions, if necessary:

Next Projected Meeting Date: _____

Next Review/Re-evaluation Date: _____

(must be completed)

Participants (Name and Title)

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

cc: Student’s Cumulative File

8/17/2022

Sample Section 504
Student Eligibility Determination Worksheet

Name: _____ DOB: _____ Age: _____

Date of Meeting: _____ Current School: _____ Grade: _____

Case Manager: _____

Parent/Guardian: _____

Address: _____

Cell phone: _____

E-mail: _____

Parent/Guardian: _____

Address: _____

Cell phone: _____

E-mail: _____

Reason for Meeting: Initial ___ Review ___ Revise Plan ___

Describe the nature of the concern:

Describe any evaluation procedure, tests, recommendations or documentation used as a basis for the decision:

Cognitive:(dated)_____

Social/Emot./Beh:(dated)_____

Classroom Observation:(dated)_____

Developmental:(dated)_____

Health/Med:(dated)_____

Adaptive:(dated) _____

Communication:(dated)_____

Motor:(dated)_____

Achievement:(dated)_____

Other:(dated)_____

If further medical information is needed in order to determine eligibility, please specify steps to be taken to verify and/or obtain additional information:

_____ Consent to communicate with student's physician/medical provider requested
_____ Request for Parent(s)/Guardian(s) to provide additional medical or other information
(specify)

_____ Consultation with the District's medical advisor and/or school nurse requested
_____ Other (please describe): _____

Specify the mental or physical impairment(s):

(as recognized in DSM-5 or other respected source if not excluded under 504/ADA, e.g., current illegal drug use)

Indicate the Major Life Activity or Activities Substantially Affected by the Disability:

_____ **Does Require a 504 Plan**

_____ **Does NOT Require a 504 Plan**

Section 504
Sample Student Eligibility Determination Worksheet/Meeting Summary

Student's Name: _____	Date of Birth: _____	Grade: _____
School: _____	Date of Meeting: _____	
Section 504 Case Manager: _____	Title: _____	

A. The purpose of the meeting:

- Review initial referral
- Determine eligibility under Section 504; and if eligible, consider whether regular or special education, or related aid or services are required for Student to receive equal access to school programs and services or to receive FAPE
- Re-evaluation to review eligibility determination due to new information
- Reevaluation due to change in placement (related to discipline)
- Review before other significant change in placement
- Review/revise Section 504 Plan

B. 504 Team Members Present *(Must include individuals who are knowledgeable about the student, the meaning of evaluative data, and placement options)*

Name: _____	Role: _____
Name: _____	Role: _____
Name: _____	Role: _____
Name: _____	Role: _____
Name: _____	Role: _____

C. Review student's current academic and overall performance in all school programs and activities. Include and attach referral information if this is an initial referral, and describe nature of concerns, basis for suspecting disability, and impact of suspected disability on student (including academic, social, behavioral etc.)

D. Eligibility Determination:

A student is eligible to receive services and/or accommodations under Section 504 if it is determined that the student has a physical or mental impairment that substantially limits one or more major life activities. The team must consider a variety of sources when determining whether a student has such impairment.

1. What sources of information are available at this time? **Check all that apply**
(Include relevant dates and names of evaluators, where appropriate.)

- School records review (dated) _____ Observations of student (dated) _____
- Grades & report card review (dated) _____ Teacher reports (dated) _____
- Parent and/or student report (dated) _____ Informal assessments (dated) _____
- Medical information (dated) _____ Nursing Assessment (dated) _____
- Standardized testing (dated) _____ Parent/Student Interviews (dated) _____
- Checklists/behavior rating scales (dated) _____
- Other (dated) _____

2. Is current available information sufficient to make the determination of the presence of a physical or mental impairment that substantially limits a major life activity?

Yes If “YES,” continue to number 3 below.

No If “No,” Specify the type of additional information that is needed: _____

➤ If the team determines additional information is necessary and the information to be obtained includes testing, team must obtain parent consent on *Consent for Section 504 Evaluation* form; tests/evaluations recommended by the team shall be conducted at District expense. Parent may wish to provide outside evaluation and/or testing information from a qualified provider to be considered by the team; such evaluations and/or testing shall be at Parent expense. The District shall consider such outside information at team meeting, and must determine whether the information provided by the Parent meets the District’s standards for evaluators and evaluations. If it is necessary to communicate with outside providers, the District must obtain a release to communicate with professionals outside of district. Once needed information is gathered, a 504 meeting will be reconvened to continue the process of determining eligibility.

3. Does the student have one or more physical or mental impairments?

A “physical or mental impairment” means (a) any physiological disorder or condition, cosmetic disfigurement, or anatomical loss affecting one or more of the following body systems, such as: neurological, musculoskeletal, special sense organs, respiratory (including speech organs), cardiovascular, reproductive, digestive, genitourinary, immune, circulatory, hemic, lymphatic, skin, and endocrine or (b) any mental or psychological disorder, such as intellectual disability, organic brain syndrome, emotional or mental illness, and specific learning disability. Physical or mental impairment includes, but is not limited to, contagious and noncontagious diseases and conditions such as the following: orthopedic, visual, speech, and hearing impairments, and cerebral palsy, epilepsy, muscular dystrophy, multiple sclerosis, cancer, heart disease, diabetes, intellectual disability, emotional illness, dyslexia and other specific learning disabilities, Attention Deficit Hyperactivity Disorder, Human Immunodeficiency Virus infection (whether symptomatic or asymptomatic), tuberculosis, drug addiction, and alcoholism.

NO

YES

If “NO”: If no physical or mental impairment exists, the student is not identified as an individual with a disability. Go to **Section E** of this form.

If “YES”: What are the impairments? *Please describe as recognized in DSM-5 or other respected source, if possible, if not excluded under Section 504/ADA (e.g., illegal drug use).*

➤ **Attach all supporting documentation to this form. A statement of “YES” without supporting documentation is insufficient to meet this standard.**

➤ **If the team determines that the student is identified as having one or more physical or mental impairments, continue to the next page to determine whether there is a substantial limitation to one or more major life activities.**

4. Does the identified impairment substantially limit one or more major life activities? Please describe degree of limitation as compared to other students. *Ask: Is the impairment impacting one or more major life activities? Which ones? How is one or more major life activity impacted? What is the impact at school?*

A “major life activity” includes, but is not limited to, caring for oneself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, sitting, reaching, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating, interacting with others, or working. A major life activity also includes the operation of a major bodily function, such as the functions of the immune system, special sense organs and

skin, normal cell growth, and digestive, genitourinary, bowel, bladder, neurological, brain, respiratory, circulatory, cardiovascular, endocrine, hemic, lymphatic, musculoskeletal, or reproductive systems. The operation of a major bodily function includes the operation of an individual organ within a body system.

5. Mitigating Measures:

In determining eligibility, the team must consider the impact of the disability without consideration of the ameliorative effects of any “mitigating measures” that the student may be using. For example, if the student is currently using a hearing aid, did the team consider whether the student would have a physical or mental impairment that substantially limits a major life activity if the student were not using the hearing aid?

Therefore, with respect to this student, did the team consider the impact of the disability on a major life activity without the potential impact of mitigating measures (except eyeglasses or contact lenses)?

Yes No

Mitigating measures include, but are not limited to, (a) medication, medical supplies, equipment, appliances, low-vision devices (defined as devices that magnify, enhance, or otherwise augment a visual image, but not including ordinary eyeglasses or contact lenses), prosthetics including limbs and devices, hearing aid(s) and cochlear implant(s) or other implantable hearing devices, mobility devices, oxygen therapy equipment and supplies; (b) use of assistive technology; (c) reasonable modifications or auxiliary aids or services; (d) learned behavioral or adaptive neurological modifications; or (e) psychotherapy, behavioral therapy, or physical therapy.

Please include any information relevant to consideration of mitigating measures:

E. Does the student have a disability under Section 504?

1. Does the student have one or more **physical or mental impairments**? No Yes

2. Does the physical or mental impairment **substantially limit** one or more Major Life Activity? No Yes

*Both questions must be answered **YES**, based on the preceding review of evaluative data, in order to determine that the student **has a disability under Section 504** of the Rehabilitation Act.*

3. Based on the answers to #1 and #2 above, does the student have a disability? under Section 504? No Yes

If the answer to #3 is “No,” skip to Section I. If the answer to #3 is “Yes,” continue to Section F.

F. Does the student require a Section 504 Plan in order to provide the student with a free appropriate public education and access to the school’s programs (e.g. curriculum, extra-curricular activities, facilities, etc.)?

No Yes

If “Yes,” the team must develop a Section 504 Plan.

G. Is this a re-evaluation (i.e. review of current plan/status) before a significant change in placement (e.g., review of new information)?

No Yes *[If “NO,” skip to Section H]*

1. What is the anticipated significant change of placement?

- New information received about the student, the impairment or current placement
- Graduation
- Change in program due to Disciplinary Action
- Other (specify) _____

Please describe the updated information considered by the team in conducting the reevaluation.

If additional information, individualized testing and/or evaluations are necessary to determine continued eligibility and/or what is needed in the Student’s Section 504 Plan to provide FAPE, please indicate.

2. Consider: Is the student still eligible? No Yes
3. If “Yes,” does the student’s Section 504 Plan as currently written provide FAPE? Yes No
4. If “No,” what changes to the plan are required? Explain basis for each decision in light of information gathered in re-evaluation. _____

H. Other Relevant Information Discussed at Meeting, including any requests rejected, and basis for such rejection.

I. Summary of Actions Taken

- Parent/Guardian (or student if age 18 or over) was provided written notice of rights under Section 504 at the meeting.
- Insufficient information is available to determine student’s eligibility. More evaluative information will be obtained prior to convening another Section 504 Team Meeting.
- Student is identified as a person with a disability under Section 504 and in need of regular or special education, or related services or aids.
 - A Section 504 Plan was developed.
- Student is NOT identified as a person with a disability under Section 504.

A reevaluation has been conducted.

Additional information and/or evaluations are required.

A re-valuation prior to significant change in placement has been conducted.

Other (please specify) _____

Recorder

Title

[This form is intended to be used if a parent or guardian or student 18 years of age or older wishes to pursue mediation or an impartial hearing with respect to the identification, evaluation, or educational placement of the student. It is not intended to be used a general complaint or grievance form for all parties eligible under Section 504].

Section 504 Request for Mediation/Hearing

This form is intended to be used if a parent or guardian or student 18 years of age or older wishes to pursue mediation or an impartial hearing with respect to the identification, evaluation, or educational placement of the student.

Name of person requesting mediation/hearing: _____

Relationship to student: _____

Address: _____

Phone #: _____

E-mail: _____

I/we request a **MEDIATION** / **HEARING** (please circle) concerning:
_____, _____, who resides at
(Name of student) (Date of birth)

_____ and attends _____.
(Address of student) (Name of school)

The date of the Section 504 meeting at which the parties failed to reach agreement: _____

Description of the issues in dispute between the parties regarding the identification, evaluation or educational placement of the student:

Proposed resolution or corrective action you wish to see taken with regard to the stated issues:

Signature of Parent/Guardian
8/2016

Date

**SECTION 504/ADA DISCRIMINATION
GRIEVANCE/COMPLAINT FORM FOR ISSUES REGARDING STUDENTS**

This form is intended to be used if an individual has grievance/complaint under Section 504/ADA alleging discrimination on the basis of a disability, including in the identification, evaluation or educational placement of a student.

1. Name of Complainant: _____ Date: _____

2. Contact Information for Complainant:

(Address)

(Home Tel. #)

(Cell # or Work #)

(E-mail)

3. Name of the Student: _____

4. Address of Student (if different from above):

5. Age/Grade Level/School/ (if applicable):

6. Please describe the nature of your complaint:

7. Proposed resolution or corrective action you wish to see taken with regard to the stated issues:

**NEW MILFORD PUBLIC SCHOOLS
SAMPLE AGREEMENT TO CHANGE SECTION 504 PLAN
WITHOUT CONVENING A SECTION 504 MEETING**

Student: _____ DOB: _____ Grade: _____

School: _____ 504 Plan Being Changed: _____

Parent/Guardian: _____

We agree to make the changes to the student’s Section 504 Plan as described in the documents specified below and which are attached to this agreement. We understand that these changes were not made at a Section 504 meeting. We agree only to the changes described in the attached documents. We understand that this agreement is optional and that a parent/guardian can request a Section 504 meeting at any time to review the Section 504 Plan. We understand that this agreement can be made only if the changes are not part of an Annual Review of the student’s program.

Parent/Guardian Signature Date

School District Representative Date

This agreement must be signed by an administrator of the District who has full authority to sign such a document on behalf of the District and who is knowledgeable about the general education curriculum and is knowledgeable about the availability of resources of the public agency.

The following documents are attached to this agreement:

	Amendments (please specify)	
	Other (please specify)	

NEW MILFORD PUBLIC SCHOOLS
SAMPLE NOTICE AND CONSENT TO CONDUCT A SECTION 504 EVALUATION/RE-EVALUATION

Date: _____

Dear _____

Your child, _____, _____ has been referred for an evaluation to
 (student's name) (DOB)
 determine eligibility for services under Section 504. The District must obtain the consent of parents before
 conducting such an evaluation.

The tests/evaluation procedures listed below were recommended:

<u>TEST/EVALUATION PROCEDURE</u>	<u>AREA OF ASSESSMENT</u>	<u>EVALUATOR(S)</u>
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Adaptations/accommodations required for this evaluation are:

If the student requires physical adaptations in order for testing/evaluations to be completed,
 the following adaptations are required: _____

If the student's native language is other than English, the following adaptations are required:

No adaptations/accommodations required

PARENTAL CONSENT

I give my consent for the [DISTRICT NAME] Public Schools to conduct the evaluations described
 above. I understand that this consent may be revoked at any time.

 Parent/Guardian Signature Date

I do not give my consent for the [DISTRICT NAME] Public Schools to conduct the evaluations
 described above. I understand that the District must take steps as are necessary, which may include
 requesting an impartial hearing, to ensure that my child receives or continues to receive a free
 appropriate public education.

 Parent/Guardian Signature Date

NEW MILFORD PUBLIC SCHOOLS
SAMPLE NOTICE AND CONSENT FOR PLACEMENT ON SECTION 504 AND
FOR THE PROVISION OF SECTION 504 ACCOMMODATIONS/SERVICES

Date: _____

Dear _____

Your child, _____, _____ has been evaluated and has been
(student's name) (DOB)

found eligible under Section 504. Prior to the implementation of Section 504 placement, and the provision of accommodations/services under Section 504 (as described in the Section 504 Plan attached hereto), the District requires your consent.

PARENTAL CONSENT

- I give my consent** for the [DISTRICT NAME] Public Schools to place my child on a Section 504 plan as described in the Section 504 Plan attached hereto). I understand that this consent may be revoked at any time.

Parent/Guardian Signature

Date

- I do not give** my consent for the [DISTRICT NAME] Public Schools to provide the accommodations/services described in the Section 504 Plan attached hereto.

Parent/Guardian Signature

Date

Included with this form are:

- The Section 504 Plan developed at the Section 504 meeting on _____.
- Your Notice of Rights Under Section 504.

SAMPLE WORKSHEET FOR MANIFESTATION DETERMINATION

(For those situations when the expulsion of a 504 student is contemplated; following a series of suspensions that constitute a change in placement; or following a series of informal exclusions that constitute a change in placement)

STUDENT: _____ **GRADE:** _____ **DATE:** _____

1. SECTION 504 MEETING PARTICIPANTS:

NAME	Title
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

2. DESCRIBE NATURE OF STUDENT’S DISABILTY:

3. DESCRIPTION OF MISCONDUCT:

- a. Date of Disciplinary Action: _____
- b. Date Parents Notified of Disciplinary Action: _____
- c. 504 of Notice of Rights Given? Yes No

4. INFORMATION CONSIDERED IN CONDUCTING A MANIFESTATION DETERMINATION:

(Each item below must be considered. Check box as each topic is addressed.)

- Teacher Observations of the Student
- Relevant Information Supplied by Parents
- Evaluations and Diagnostic Results
- Student's 504 Plan
- Relevant Information Supplied by School Staff
- Other (describe)

5. Was the misconduct in question caused by the student’s disability, or does the misconduct in question have a **direct and substantial relationship** to the student’s disability?

YES NO

Comments:

6. Was the misconduct in question a **direct result** of the District's failure to implement the Section 504 Plan (in relationship to the misconduct in question)?

YES NO

Comments:

7. If the answer to **either** #5 or #6 is "Yes", the behavior under review **is** considered a manifestation of the student's disability.

8. If the answer to **both** #5 and #6 is "No", the behavior under review **is not** considered a manifestation of the student's disability.

Procedure if Misconduct is not a Manifestation of the Student's Disability:

If the manifestation determination team determines that the misconduct in question is **not** a manifestation of the student's disability, school personnel may apply the relevant disciplinary procedures to the student in the same manner and for the same duration as the procedures would be applied to a student without disabilities.

Procedure if Misconduct is a Manifestation of the Student's Disability:

If the manifestation determination team determines that the misconduct in question **is** a manifestation of the student's disability, the 504 Team should:

- 1) conduct a functional behavioral assessment unless the District had conducted a functional behavioral assessment before the behavior that resulted in the change of placement occurred, and implement a behavioral intervention plan for the student;
- or**
- 2) if a behavioral intervention plan already has been developed, review the behavioral intervention plan, and modify it, as necessary, to address the behavior; **and**
- 3) return the student to the placement from which the student was removed, unless the parent and the District agree to a change of placement as part of the modification of the behavioral intervention plan.

Note: This policy was revised to reflect a number of changes made by Public Act 24 45 to the state's minimum graduation requirements in a variety of areas. Under prior law, a one-credit mastery-based diploma assessment was specifically listed as an optional requirement for high school graduation. The Act re moves reference to the mastery-based diploma assessment in the law regarding minimum Connecticut graduation requirements. However, boards of education still have the discretion to require credits beyond the minimum requirements identified in the law, so bo ards may still require students to complete a masterpbased diploma assessment as a local graduation requirement.

In 2023, state law was amended to require students graduating in 2027 and beyond to complete onehalf credit in personal financial management and financial literacy, which could be counted toward the humanities or as an elective credit, in order to graduate. The Act now also permits the personal financial management and financial literacy credit requirement to count towards students' nine scie nce, technology, engineering and mathematics credit requirements.

Also in 2023, the law was amended to require that, beginning with the graduating class of 2025, students meet certain requirements related to the FAFSA in order to graduate. The Act delays these requirements until 2027 and this policy has been updated to reflect this change.

The policy was also revised to reflect statutory updates to the physical education and the optional community service graduation requirements.

Series 5000
Students

5165

HIGH SCHOOL GRADUATION REQUIREMENTS

In order to satisfy the high school graduation requirements within the New Milford Public Schools, a student must have satisfactorily completed the prescribed courses of study; demonstrated proficiency in basic skills identified by the New Milford Board of Education (the "Board"); satisfied the legally mandated number and distribution of credits required to graduate from high school; and if graduating in 2027 and thereafter, satisfied the Free Application for Federal Student Aid ("FAFSA") requirements detailed below.

Pathways for the NMHS Graduate

Two Year College/Career Ready Pathway: Minimum requirement is a high school diploma and attainment of the distribution of credits as prescribed. It is recommended that the student take the most personally challenging course load during their high school tenure and integrate work in the field whenever possible (internships, job shadowing, work, etc.)

Four Year College Pathway: Minimum requirement is a high school diploma and attainment of the distribution of credits as prescribed. Most four-year colleges require that the graduate take four credits in English and math, three credits in science and social studies, and at least two credits in a world language.

Highly Competitive Colleges Pathway: Minimum requirement is a high school diploma and attainment of the distribution of credits as prescribed. Most highly competitive colleges require that the graduate take four credits in English, math, science and social studies, and at least three credits in a world language. It is also highly encouraged that the level of these courses be at the Advanced Placement level and at the very least honors level when available.

To graduate from the New Milford Public Schools, a student must earn a minimum number of credits, fulfill credit distribution requirements and meet district performance standards.

Required Coursework and Credits for Graduation

The Board of Education conforms with state law regarding credits for graduation from high school.

Classes Graduating in 2025, and Thereafter

For classes graduating in 2025, and thereafter, the following 25 credits are required:

Humanities Cluster: 9 Credits

- No less than 3 credits in English
 - English I, II, III/AP (3 Credits)
- No less than 3 credits in Social Studies
 - Must include 1.0 credit in US History and 0.5 credit in Civics)
 - 1.5 additional credits in Social Studies (See Program of Studies)
- 3 additional credits of student choice (additional English, Social Studies, Level 4 or above in World Language, Art History, History of Jazz, History of American Musical Theater etc.)

STEM Cluster: 9 Credits

- No less than 3 credits in Science
 - Integrated Science, Biology, Chemistry (3 Credits)
- No less than 3 credits in Math (See Program of Studies)
 - Maximum of 1 credit awarded for successful completion (B-/80) of Geometry taken at the middle school
- 3 additional credits of student choice (additional Science, Math, Tech. Ed., Intro to Business, Computer Literacy, Business Computer Applications, Website Design I&II, Intro to Computer Programming, AP Computer Science A, AP Computer Science Principles etc.)

Health and Wellness Cluster: 2 Credits

- 1 credit in Physical Education and Wellness
- 1 credit in Health and Safety Education
 - Must include 0.5 credit in Health 1
 - Additional 0.5 credit of student choice (*Health 2, Allied Health, Medical Technology, Emergency Medical Technician, Sports Medicine, Early Childhood, Child Development etc.)

World Language Cluster: 1 Credit

- 1 credit of any World Language course at New Milford High School
 - 1 credit awarded for successful completion (B-/80) of Part A & Part B of the same World Language course from grades 7 & 8 (Not including Conversational World Language Courses)

Electives Cluster: 3 Credits

- 1 credit in Practical or Fine Arts (See Program of Studies)
- 0.5 credit in Personal Finance - Required by state law
- 1.5 additional credits of student choice

Mastery Based: 1 Credit

- 0.5 Credit in Assured Skills Experiences
- 0.5 Credit in Assured Content Experiences

25.0 TOTAL CREDITS

A student who presents written documentation from a physician, advanced practice registered nurse, or physician assistant, stating participation in physical education is not advisable because of the physical condition of the student, shall be excused from the physical education requirement. In such a case, another subject must be substituted.

Any student who is deaf or hearing impaired may be exempted from any world language graduation requirement if the student's parent or guardian requests such exemption in writing.

Exemptions: modifications and accommodations of graduation requirements will be made for any student with a disability as determined by the planning and placement team or 504 team.

A maximum of two credits (1 credit in Geometry and 1 credit in World Language) may be granted for successful completion of courses taken at the middle school level that align with the high school curriculum.

A credit is defined as not less than the equivalent of a forty (40) minute class period for each school day of a school year except for a credit or part of a credit toward high

school graduation earned (1) at an institution approved by the Board of Regents for Higher Education or Office of Higher Education or regionally accredited, (2) through on-line coursework that is completed satisfactorily in accordance with Board policy, or (3) through a demonstration of mastery based on competency and performance standards, in accordance with guidelines adopted by the State Board of Education.

Only courses taken in grades nine to twelve inclusive, and that are in accordance with the statewide subject matter content standards, adopted by the State Board of Education, shall satisfy the above graduation requirements, except that the Board will grant a student successful completion of courses taken at the middle school level that align with the high school curriculum.

Demonstration of Proficiency in Basic Skills

In addition to meeting the coursework and credit graduation requirements listed above, to graduate high school, each student must demonstrate proficiency in the basic skills:

Reading, Evidence-Based Writing, Communication, Critical Thinking and Problem Solving

Problem Solving

Students may demonstrate proficiency in the basic skills described above by achieving satisfactory results on:

Meet the State of Connecticut expectations for 11th Grade proficiency on the math portion of the PSAT or SAT;

Meet the ACT score for proficiency on the math portion of that test;

Pass a competency-based assessment to demonstrate proficiency in math;

Meet the proficiency standard on a district-developed problem-solving portfolio;

Complete a course internship in a field of study, employment opportunity, or volunteer role that requires the use of Algebra II level math at a minimum;

Provide evidence of proficiency on a nationally recognized math assessment;

Score a 3 or higher on Advanced Placement Calculus AB, Advanced Placement Calculus BC, or Advanced Placement Statistics;

Reading, Communication and Evidence-Based Writing;

Meet the State of Connecticut expectations for 11th Grade proficiency on the Evidence Based Reading and Writing portion of the PSAT or SAT;

Meet the ACT score for proficiency on the English, Reading or Writing portion of that test;

Pass a competency-based assessment to demonstrate proficiency in Reading;

Meet the proficiency standard on a district-developed literacy portfolio;

Complete a course internship in a field of study, employment opportunity, or volunteer Role that requires the use of junior year level English;

Provide evidence of proficiency on a nationally recognized Reading or Writing assessment;

For English Language Learners who have lived in Connecticut for fewer than five years, a score of proficiency or above on the State English Mastery exam designed for this population;

The district will offer intervention classes in these basic competencies for students making insufficient progress.

FAFSA Requirement for Classes Graduating in 2027 and Thereafter

Students graduating in 2027 and beyond are required to have satisfied one of the following prior to graduation:

- (1) completed a FAFSA
- (2) for students without legal immigration status, completed and submitted to a public institution of higher education an application for institutional financial aid; or
- (3) completed a waiver of completion of the FAFSA and/or financial aid application, as applicable, on a form prescribed by the Commissioner of Education, signed by the student's parent or guardian or signed by the student if the student is eighteen or older.

On and after March 15 of each school year, a principal, school counselor, teacher, or other certified educator may complete the waiver on behalf of any student who has not satisfied the above requirements if such principal, school counselor, teacher, or other certified educator affirms that they have made a good faith effort to contact the parent/guardian or student about completion of such applications.

Graduation During Period of Expulsion

A student may graduate during an expulsion period if the Board determines that the student has completed the necessary credits required for graduation.

Diplomas May be Awarded to Veterans Who Left School to Serve in the Armed Forces

In accordance with state law, the Board of Education may award a high school diploma to a veteran of World War II, the Korean hostilities, or the Vietnam Era who left high school to serve in the armed forces and did not receive a diploma as a consequence of

such service as well as any person who withdrew from high school prior to graduation to work in a job that assisted the war effort during World War II, did not receive a diploma as a consequence of such work and has resided in the state for at least fifty consecutive years.

Early Graduation

Students may finish in seven semesters provided all graduation requirements have been satisfied. Any student interested in being considered for early graduation must notify his/her counselor or his/her intentions by May 1 of the Junior year. Students applying for early graduation must obtain the Early Graduation Policy statement and related application from the School Counseling Office.

Legal References:

Conn. Gen. Stat. § 10-14n

Conn. Gen. Stat. § 10-16b

Conn. Gen. Stat. § 10-221a

Conn. Gen. Stat. § 10-221z

Conn. Gen. Stat. § 10-223a

Public Act No. 24-45, “An Act Concerning Education Mandate Relief, School Discipline, and Disconnected Youth”

Approved: December 19, 2023
Revised:

NEW MILFORD PUBLIC SCHOOLS
New Milford, Connecticut

Official Duties—Assistant Secretary

During the absence of the Board Secretary, the Assistant Secretary will fulfill all the duties outlined in Board of Education Bylaw 9004—Official Duties-Secretary.

Legal Reference:

Connecticut General Statutes

1-225	Meetings of government agencies to be public. Recording of votes. Schedule and agenda of certain meetings to be filed and posted on web sites. Notice of special meetings. Executive sessions
7-3	Warning of town and other meetings
7-4	Record of warning
10-224	Duties of the secretary
10-225	Salaries of secretary and other officers

Bylaw approved:
Bylaw revised:

NEW MILFORD PUBLIC SCHOOLS
New Milford, Connecticut

The Garland Company, Inc.®

Thirty (30) Year High-Performance R-Mer® Span Metal Roof System No Dollar Limit (NDL) Warranty

Owner Name: Town of New Milford Contractor Name: Greenwood Industries & K&S Property Holdings
Address: 10 Main Street Address: PO Box 2800 / 215 Cheshire Rd.
City: New Milford State/Zip: CT 06776 City: Worcester/Prospect State/Zip: MA 01613/CT 06712
Building Name: New Milford High School - Standing Seam Metal Products: R-Mer Span
Roof ID: All Sloped Roofs Square Footage: 128,405

MANUFACTURER RESPONSIBILITIES

The Garland Company, Inc. ("Garland"), a Corporation of the State of Ohio, warrants to the above-named Owner that the Garland roof system will not leak due to manufacturing defects or defective workmanship by the above-named Contractor. Garland will pay all authorized costs of repairs to the roofing system necessary to stop any leaks caused by defective materials or workmanship that occur during a period of thirty (30) years, from the completion date, subject to the terms of this Warranty.

- A. Peel, check or crack (except for such slight crazing as may occur on lightly roll-formed edges or brake bends at the time of forming pre-painted sheet and which is accepted as standard).
B. Chalk in excess of numerical rating of eight (8) during the Warranty period when measured in accordance with the standard procedures specified in ASTM D4214.
C. Fade or change in color in excess of five (5) NBS units during the Warranty period when measured on the exposed painted surfaces which have been cleaned of external deposits and chalk and the corresponding values measured on the original or unexposed painted surfaces. It is understood that fading or color changes may not be uniform if the surfaces are not equally exposed to the sun and elements.

APPLICABILITY OF WARRANTY

For this Warranty to remain in effect, all repairs, changes, alterations, modifications and/or additions to the roofing system must be authorized in advance in writing by Garland. This Warranty may be transferred upon Garland's written consent, Garland's approval of maintenance to the roofing system, and payment of a transfer fee. This Warranty excludes the following:

- A. Damage by natural disasters including, but not limited to, fire, floods, lightning, hail, earthquakes, wind damage over 90 mph, etc.
B. Damage by structural movement or failure or movement of any material underlying the roofing system or base flashing.
C. Damage by acts of negligence, misuse or accidents including, but not limited to, use of roof for other than waterproofing the building, vandalism, civil disobedience or acts of war.
D. Damage to the roofing system resulting from:
1. Infiltration or condensation of moisture in, through, or around walls, copings, building structure or underlying or surrounding areas.
2. Improper cleaning with saline, acidic, basic, or petroleum solutions; or acts of parties other than manufacturer or authorize contractor.
3. Exposure to metallic contact with or water run-off from lead or copper flashings, conduits or any other metallic source.
4. Exposure to direct contact with green, wet or pressure-treated lumber using a salt-borne preservative or wet storage stain due to water or condensation.
5. Roll-forming or metal breaking that causes severe reverse bending, abrasion or any bending greater than 2T as defined by ASTM D4145 (NCCA II-19).
6. Traffic or storage of materials on roof.
7. Ponding water, ice build-up on roof surface or sliding snow or ice when Garland approved snow retention is not installed.
E. Leaks caused by deteriorated or failing sealants, such as: caulking or pitch pan sealants.
F. Fading, chalking, or weathering; nor for damage, rust, or other conditions resulting from the building being located within 1,500 feet of a body of saltwater, from acid rain, or any normal surface rust along the edges which, in the process of manufacturing and/or installation, have been factory-sheared or exposed in the field.
G. Damage caused by Owner-initiated changes not previously approved by Garland in writing including, but not limited to:
1. Changes in the usage of the building.
2. Modifications or additions to the roofing system
H. Damage caused by the failure of Owner to properly maintain the roof system according to the Owner's Manual in effect as of the date of this Warranty issuance and attached.
I. Damage for which the Owner does not provide Garland with timely written notice of a claim pursuant to the terms of this Warranty.
J. Issues or damaged caused by the failure by any contractor or subcontractor to follow Garland's recommended installation instructions for the layout, application, and erection of the roof system.
K. Internal shop fabricated (4 in total) gutters are NOT covered in the warranty.
L. Center cupola is NOT included in warranty.
M. Cornice balls mounted to the rods in the 4 corners of the building are NOT included in warranty.

LIMITATIONS

Garland shall not be responsible for any damages that occur as a result of leaks, including, but not limited to damage to real or personal property, the structure itself, or contents therein. Garland's sole responsibility under this Warranty is for the costs associated with repairs of leaks caused by defective materials or workmanship set forth above. Garland is not be responsible for the removal or replacement of any roof top equipment or systems or overburden. In no event is Garland liable for any incidental, special, consequential, indirect, or punitive damages, loss of use or profits, or diminution in value.

EXCEPT AS SET FORTH HEREIN, GARLAND MAKES NO OTHER WARRANTIES AND HEREBY DISCLAIMS ANY EXPRESS, IMPLIED, OR STATUTORY WARRANTY, INCLUDING BUT NOT LIMITED TO WARRANTIES OF DESIGN, MERCHANTABILITY OR FITNESS FOR A PARTICULAR PURPOSE OR ARISING FROM A COURSE OF DEALING OR USAGE OF TRADE.

OWNER RESPONSIBILITIES

In the event of a leak, Owner shall provide written notice to Garland within seven (7) days of discovery of the leak and before any repairs are undertaken. The written notice shall be sent to 3800 East 91st Street, Cleveland, OH 44105, Attn: Warranty Department. Owner, or its agent or representatives shall then provide Garland with adequate access to allow Garland to inspect the leak and roofing system. In the event the roofing system has rooftop equipment or overburden obscuring the waterproofing membrane, such as paver system, vegetated roofing, solar, solar thermal system, or any other material installed over the roof system, temporary or permanent, the Owner will have it removed before inspection at its sole expense. If it is determined that the roof leak is the direct result of defective materials or workmanship, Garland will perform the repairs required to correct the roof leaks at no cost to Owner. If Garland fails to have the repairs performed within 72 hours after its inspection, emergency temporary repairs performed by others will not void this Warranty, as long as those repairs are approved by Garland.

To the fullest extent allowed by law, this Warranty shall be construed under the laws of the State of Ohio and any actions or suits to enforce this Warranty shall be brought in the State of Ohio, County of Cuyahoga. This Warranty constitutes the sole and exclusive Warranty of the parties hereto and supersedes any prior understandings or written or oral agreements or warranties between the parties respecting the subject matter within. If any one or more of the provisions contained in this Warranty shall, for any reason, be held to be invalid, illegal or unenforceable in any respect, such invalidity, illegality or unenforceability shall not affect any other provision thereof, and this Warranty shall be construed as if the invalid, illegal or unenforceable provision had never been contained therein.

WARRANTY ACCEPTANCE: Owner hereby accepts and agrees to the terms and conditions outline in this Warranty.

By: The Garland Company, Inc.
Signed By: Joe Orlando
Date: 10/18/2024

Owner: [Signature]
Signed By: [Signature]
Date: 11/19/24

New Milford Public Schools Office of the Assistant Superintendent Five-Year Curriculum Plan (2024-2029)

Not BOE Approved

Subject/Area	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029
<p style="text-align: center;">Business & Practical Arts/ Technology</p>	<p>Website Design I Web Design II AP Computer Science Principles Personal Finance II</p> <p>No longer offering Adv. Auto CAD Machine Drafting</p>	<p>Arch Drafting I Intro to Programming Personal Finance I Accounting II College AP Computer Science A</p>	<p>Business Computer App. Arch. Drafting I Marketing II General Woodworking Intro to Woodworking Marketing Work Program</p> <p>No longer offering Basic AutoCad</p>	<p>Computer Literacy Sports & Entertainment Business & Personal Law Projects Unlimited</p> <p>No longer offering Arch. Drafting II Arch. Drafting III</p>	<p>Intro to Business Technology 6-8 Marketing I Accounting I</p> <p>Freshman Seminar Computer Science I (SMS) Computer Science (2) SMS Communication Arts 1 (SMS) Communication Arts 2 (SMS) Intro to Digital Media Gr 6</p>
<p style="text-align: center;">English/ Language Arts K-12</p>	<p>English 9 for MLL Students Journalism I Journalism II AP Lit and Composition ESL 2 Creative Writing & Reading CP Advanced Creative Writing Science Fiction Modern Voices 9th Gr. Academic Reading Academy</p>	<p>English I, II, III CP and Honors Literature and Media Studies Intro to Video Production Public Speaking</p>	<p>AP Lang. & Composition Advance Video Production Sports Literature Graphic Novels Studies</p>	<p>Children's Literature CP/Honors Modern and Contemporary Poetry World Literature and Culture Diverse Voices Writing & Research Workshop'</p>	<p>Creative Writing Advanced Creative Writing Theater Workshop Science Fiction ESL I</p>

New Milford Public Schools Office of the Assistant Superintendent Five-Year Curriculum Plan (2024-2029)

Not BOE Approved

Subject/Area	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029
<p style="text-align: center;">Fine Arts K-12</p>	Advertising Art & Design Sculpture Portfolio Digital Photography Graphic Design *Intro to Ceramics	Design Foundations I & II AP Art History Honors AP Art History	K-2 Art 3-5 Art Grade 8 Art Grade 7 Art Grade 6 Art	Crafts Ceramics I Ceramics II Sculpture AP Studio Art Honors Studio Art	Art Appreciation
<p style="text-align: center;">Library Media K-12</p>	K-2 Library Media 3-5 Library Media 6-8 Library Media '' 9-12 Library Media				
<p style="text-align: center;">Mathematics K-12</p>	Intro. to Alg 1 (NMHS) Algebra I Honors Algebra I CP AP Statistics Statistics CP	AP Calc AB AP Calc BC Calc Honors Pre-Calc Honors Adv. Algebra & Trig. Algebra III Honors Statistics CP Statistics Honors	Practical Math Percent: Practical Math Statistics: Practical Math Measure: ' Practical Math Probability: Grades 6 Grade 7 Grade 8		Intro to Geometry Geometry CP Honors Geometry Accel 6 Accel 7 Statistics Honors

New Milford Public Schools Office of the Assistant Superintendent Five-Year Curriculum Plan (2024-2029)

Not BOE Approved

Subject/Area	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029
Music K-12	Grades K-2 Gen. Music Grades 3-5 Gen. Music Treble Chorus-Honors	Advanced Chorus Grades 9-12 Chorus History of Jazz	History of Am. Music Theater Music Appreciation Music Theory Elec. Music Tech. Orchestra Wind Ensemble Honors	Grades 3-5 Choral Grades 6-8 Choral Music	Concert Chorus Grade 6-8 General Music Grade 9-12 Instr. Music Introduction to Acting (SMS)
Science K-12	*Digital Electronics (PLTW) *Engineering Design & Development (PLTW) *Principles of Engineering"(PLTW) * Civil Engineering & Architecture (PLTW) **All of these are dictated by PLTW.. no curriculum is written	Anat./Phys Honors I Anat./Phys Honors II Forensic Science Plant Science I Plant Science II	Biology CP Biology Honors AP Biology Astronomy	AP Env. Science AP Chemistry Exper. Chemistry CP Chemistry Chemistry Honors Introduction to Engineering Design (PLTW)	Ecology I Fall Ecology II Spring Physics CP & Honors AP Physics I AP Physics II Integrated Science CP & Honors STEM 6 (SMS) Explorations in Science

New Milford Public Schools Office of the Assistant Superintendent Five-Year Curriculum Plan (2024-2029)

Not BOE Approved

Subject/Area	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029
<p style="text-align: center;">Social Studies K-12</p>	<p>Grades K-2 Grades 3-5 Grades 6-8</p> <p>Sociology Chinese Studies Honors AP US History Middle East Studies Honors Political Science</p>	<p>Intellectual History Honors Intro to Psychology AP World History Forensic Psychology</p>	<p>World History Grade 9 Modern World History Grade 10 World History Honors Pre-AP World History</p>	<p>US History CP US History Honors Modern America Economics Civics AP Microeconomics AP Human Geography</p>	<p>AP Psychology Russian Studies Honors AP Government *Criminal Justice History Through Film</p>
<p style="text-align: center;">World Languages 7-12</p>	<p>French II CP French II Honors German II CP German II Honors Spanish II CP Spanish II Honors</p>	<p>French III CP French III Honors German III CP German III Honors Spanish III CP Spanish III Honors</p>	<p>AP French AP German AP Spanish</p>	<p>French IV CP French IV Honors German IV CP German IV Honors Spanish IV CP Spanish IV Honors</p>	<p>French I CP German I CP Spanish I CP French 1a French 1b Spanish 1a Spanish 1b *French IV/V CP</p>
<p style="text-align: center;">Guidance PE Health K-12</p>	<p>All in grade bands Guidance 3-5 Guidance 6-8 Guidance 9-12 (grade bands)</p>	<p>Allied Health. Careers Health I Health II Health 6-8 Sports Medicine Early Childhood</p>	<p>PE I PE II PE III & IV K-2 PE 3-5 PE 6-8 PE</p>	<p>EMT Medical Technology Child Development PE Leader</p>	<p>Health K-2 Health 3-5 PE Boot Camp Nutrition and Wellness BasicLife Supports/CPR/AED/First Aid Exercise Physiology</p>



New Milford Enrollment Matrix By School

December 2, 2024

NES	Actual 6/1/23	Proj 24-25	Actual 12/02/24	Proj Variance
PK	56	39	54	15
K	139	129	108	-21
1	134	129	131	2
2	128	137	136	-1
Totals	457	434	429	-5

HPS	Actual 6/1/23	Proj 24-25	Actual 12/02/24	Proj Variance
PK	48	39	46	7
K	117	121	92	-29
1	120	121	119	-2
2	105	115	124	9
Totals	390	396	381	-15

Actual 6/1/23	Tot Proj 24-25	Actual 12/02/24	Proj Variance
104	78	100	22
256	250	200	-50
254	250	250	0
233	252	260	8
847	830	810	-20

SNIS	Actual 6/1/23	Proj 24-25	Actual 12/02/24	Proj Variance
3	252	252	258	6
4	262	237	235	-2
5	250	258	260	2
Totals	764	747	753	6

SMS	Actual 6/1/23	Proj 24-25	Actual 12/02/24	Proj Variance
6	281	269	272	3
7	255	243	246	3
8	286	277	278	1
Totals	822	789	796	7

NMHS	Actual 6/1/23	Proj 24-25	Actual 12/02/24	Proj Variance
9	293	267	251	-16
10	334	300	302	2
11	302	298	287	-11
12	308	324	316	-8
Totals	1237	1189	1156	-33

	Actual 6/1/23	Actual 12/04/23	Proj 24-25	Actual 12/02/24	Proj Variance	Actual Variance
PK-2	847	840	830	810	-20	-37
SNIS	764	759	747	753	6	-11
SMS	822	778	789	796	7	-26
NMHS	1237	1211	1189	1156	-33	-81
Totals	3670	3588	3555	3515	-40	-155

LHTC total = 18



NEW MILFORD PUBLIC SCHOOLS

EMPLOYMENT REPORT

Regular Meeting of the Board of Education
New Milford, Connecticut

December 10, 2024 -Operations / December 17 BOE Meeting

CERTIFIED STAFF – APPOINTMENTS

<p>Ashley Keene -1.0 Social Worker at SMS -Effective Date: January 6, 2025 -Salary \$74,625 (MA/Step 10) with 7 years of experience. -Replacing K. Hamilton- transferred to HPS replacing M.Anatolio (Salary \$58,409 (MA22/3).</p>	<p>Kathy Mannion -1.0 Grade 1 Teacher at NES -Effective Date: December 2, 2024 -Salary \$96,096 (6th year/Step 14) with 20 years of experience. -Replacing M.Olin who resigned \$92,069 (BA/15)</p>
<p>Darcey Markelon** -.3 Part time Special Education Teacher at Faith Academy -Effective Date: November 6, 2024 -Salary \$9,973.46 funded by the IDEA Grant</p>	
<p>Kevin McNulty -1.0 Music Teacher at NMHS -Effective Date: January 21, 2025 -Salary \$55,618 (BA/Step 3) with 3 years of experience. -Replacing R, Rosen who resigned \$59,853 (MA/Step 4)</p>	

NON-CERTIFIED STAFF APPOINTMENTS

<p>Yessica Tapia -1.0 General Worker/Cashier at SMS -Effective Date: December 2, 2024 -Salary \$15.69 per hour. -Replacing R. Hart who resigned (Salary \$15.69 per hour).</p>	<p>Vilma Alonso-Transfer -1.0 Special Ed/Guidance Secretary at SMS transferring to Guidance Secretary at NMHS -Effective Date: December 5, 2024 -Salary \$23.19 per hour. Replacing T. Salvatore who retired (Salary \$22.17 per hour).</p>
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NON-CERTIFIED STAFF – RETIREMENTS

<p>Stewart Day -1.0 Grounds and Maintenance at NMHS -Salary \$28.45 per hour. -Effective Date: January 31, 2025 after 43 years with the district.</p>
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** = Edits made from the 11/19/2024 BOE Meeting

NON-CERTIFIED STAFF- RESIGNATIONS

BetsyAnn Bickelhaupt

-4 Part time Special Education Secretary at the Central Office.

-Salary \$15.69 per hour.

-Effective Date: November 25, 2024. Left due to personal reasons.

Rivane Schmidt**

-1.0 General Worker/Cashier at HPS

-Salary \$16.73 per hour.

-Effective Date: December 6, 2024. Left due to personal reasons.

Northville Elementary School

Roof Report & Roof Replacement Recommendations

22 Hipp Road
New Milford, Connecticut 06776



Draft Report, November 15, 2024
Final Report, November 21, 2024

Prepared by:



Silver Petrucelli & Associates, Inc.

Architects / Engineers / Interior Designers

3190 Whitney Avenue

Hamden, CT 06518

P: (203) 230-9007

F: (203) 230-824

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SECTION I - EXECUTIVE SUMMARY

This report was prepared by Silver Petrucelli & Associates, Inc. (S/P+A) of Hamden, Connecticut, an architecture and engineering firm specializing in municipal programming, planning and design, feasibility analyses and building condition investigations.

Objective

Silver Petrucelli & Associates (SPA) was retained in the Fall 2024 by the Town of New Milford, New Milford Connecticut, to perform a comprehensive roof inspection/report reviewing 90,532 s.f. of low sloped roofs, sloped roofs, flashings, gutters & drainage systems. The analysis included the Asphalt Shingles on the Sloped roofs and the ballasted & non-ballasted EPDM low sloped roofs, construction systems, metal gutters, metal downspouts, metal fascia's, soffits, metal rakes, existing ventilation systems and other pertinent roofing components. Our efforts included visual observations from the ground (both outside the facility & inside the facility), visual observations from the roof and review of all existing documents made available to SPA. Original drawings of the original building, dating from 1980 (by Henry T. Moeckel Architects) and the 1990 addition (by Fletcher Thompson) were also made available, which aided in our understanding of the original construction materials & detailing.

Findings

Based on our observations, the 63,989 s.f. of low sloped ballasted EPDM roofs and the 26,543 s.f. sloped asphalt roofs are in poor condition including the perimeter metal gravel stops, Vent boots, gutters, downspouts, roof drains, fascia panels, soffits and perimeter wall flashings. The existing ballasted & non-ballasted EPDM membrane over the 63,989 s.f. is showing signs of membrane failure and should be addressed to minimize further water infiltration. The 26,543 s.f. sloped asphalt shingles are showing sign of failure and should also be addressed immediately. New drains are also recommended at all roof locations along with new gutters & downspouts at sloped roof locations. Since this building was constructed, new Building Codes now require a secondary drainage system if the primary system fails. We feel that careful design of the new metal gravel stops will satisfy this requirement, which has been included in the submitted estimates/costs. The balance of the metal flashing, gutters, downspouts and metal fascia's will need to be altered or replaced as part of the roofing operations. Existing metal panel fascia (below the roof edge) around the perimeter of the facility should also be replaced at part of this project, as many locations are rusted/failing. Various exterior soffits will likely need to be repaired/replaced as part of this project due to water infiltration failure. Canopy painting is also being recommended

Recommendations

SP&A is recommending 4 different options for the district to consider. We recommend that the existing low-slope ballasted and non-ballasted EPDM roofs be stripped completely to the deck and replaced with new insulation, cover board and new EPDM membranes or a 2-ply asphalt modified system. We also recommend that the sloped roof be completely stripped down to the deck and replaced with either asphalt shingles or a metal standing seam roof system. All these solutions would provide a minimum of a 20 or 30 year warranty. The drains on all low-slope roofs will need to be replaced and secondary drains will need to be included. We recommend 4 different options for the district to consider for this facility:

Option 1: EPDM on low sloped roofs. Asphalt shingles on sloped roofs.

Drain replacement, secondary drain installation, new perimeter flashings, new gutters, new metal wall panels

Cost = \$4,044,013

Option 2: 2 ply modified on low sloped roofs. Asphalt shingles on sloped roofs

Drain replacement, secondary drain installation, new perimeter flashings, new gutters, new metal wall panels

Cost = \$4,329,849

Option 3: EPDM on low sloped roofs. Standing seam on sloped roofs.

Drain replacement, secondary drain installation, new perimeter flashings, new gutters, new metal wall panels

Cost = \$4,514,752

Option 4: 2 ply modified on low sloped roofs. Standing seam on sloped roofs

Drain replacement, secondary drain installation, new perimeter flashings, new gutters, new metal wall panels

Cost = \$4,796,322



Aerial View of Northville Elementary School, New Milford, CT

SECTION II - PROCESS

The information contained in this report was gathered by S/P+A via field observations, interviews with staff of the school and historical drawings of the Structure, originally designed in 1980 by Henry T. Moeckel, AIA, Architect, P.C., Naugatuck Connecticut. An addition in 1990, designed by Fletcher Thompson, Bridgeport, Connecticut added roofs number 5, 6 & B. The New Milford Public School system opted to not test for any environmental impact, at this time. However, if asbestos containing material is found, the cost of remediation is negligible as no containment or air testing is required. SPA has assumed typical asbestos remediation/abatement in our proposed estimates. All of this information was invaluable and utilized as part of this study. The collected data was organized and appears in sections of this report in the form of written narratives and graphic images. Silver Petrucelli also coordinated a field inspection in late October 2024 for access and observations/ understanding of the existing roof conditions and interior conditions of the facility.



SECTION III - EXISTING CONSTRUCTION

Designs for the New Milford Northville Elementary School were completed in March of 1980 and construction began immediately thereafter. The 1 story structure has a brick exterior with a combination of flat (low sloped) roofs (roofs 1, 2, 3, 4 & 8) and a very prominent sloped roof (roof A), with the low sloped roofs being covered with ballasted black EPDM roofing membrane while the sloped roof (roof A) is covered in dark brown asphalt shingles. The original 1980 school also has a one story canopy (roof 7), on the North side of the facility, which also has a ballasted black EPDM membrane roof. The large, significant sloped roof running East-West (roof A) is very prominent from Hipp Road. The 1990 addition, which added classrooms and a gymnasium, utilized a white single ply membrane roof over the classroom (roofs 5&6) and dark brown asphalt shingles over the gymnasium (roof B). The final total roof area is 90,532 s.f. consisting of 63,989 s.f. of low slope roof and 26,543 s.f. of sloped roof surfaces. There is also a very prominent standing seam metal wall panel around the perimeter of the school structure, approximately 48" high. This wall panel ends at the roof metal gravel stop.

The Building Structure:

The New Milford Northville Elementary School is a type 2B construction which means that the structure is constructed of non-combustible materials. The Super structure of the facility consists of Concrete footings, foundations & floor slabs, steel columns, load bearing masonry walls, steel beams and or metal deck for the roof structure. The exterior walls of the facility consist of a 4" brick veneer and a load bearing concrete block backup wall. The interior walls consist predominately of concrete block or brick, depending on the location.



Exterior Brick & Concrete Block walls – sloped roof A



Exterior Brick & Concrete Block walls – sloped roof B

1980, Low Slope Roofs (ballasted single ply membrane):

The original 1980 building included low sloped roofs 1, 2, 3, 4 & 8 totaling 56,217 s.f. These roofs are constructed with a ballasted single ply roofing membrane atop a slip sheet. This membrane is placed upon approximately 3" rigid insulation fastened to a 1.5" sloped metal deck. This sloped metal deck sits atop steel framing consisting of sloped W steel sections or sloped steel joists. This 1/8"/ft slope structure provide the code complaint slope for the roof which was complaint at the time of construction. Various wood blocking and flashing was utilized along with a metal gravel stop at all perimeters. There are numerous roof drains, mechanical units, vent stacks & pitch boxes on all roof surfaces.

1980, Sloped Roofs (asphalt shingles):

The original 1980 building included a large, sloped roof (roof A) running East to West totaling 18,022 s.f.. This roof is currently covered with asphalt shingles, however, the original construction showed standing seam metal roofing as the roof covering. Below this covering is 3" rigid insulation atop 1.5" metal deck fastened to steel trusses constructed of W sections of steel and steel angels. Roof A is an asymmetrical gable roof with one side sloped at 3.64/12 where the other side is sloped at 56 degrees. There is (2) 2x4 wood blocking placed up the slope at 4'-0" o.c., likely giving a nailing plate for the standing seam fasteners/clips. Currently, there is a layer of plywood above the rigid insulation which acts as the sheathing for the asphalt shingles. Without destructive testing, building paper or ice/water shield below these shingles could not be confirmed, but standard building practice at the time would likely have included this. There are numerous vent stacks, and metal gravel stops on this roof. There is also a 6"x5" aluminum gutter on both low sides of this roof with numerous aluminum downspouts to grade providing drainage for this roof.

1980, Low Slope Canopy Roof (ballasted single ply membrane):

The original 1980 building included low sloped roofs 7, totaling 3,424 s.f., which is the entry canopy for the school. This roof is constructed with a ballasted single ply roofing membrane atop a slip sheet. This membrane is placed upon approximately 1" rigid insulation fastened to a 2" T&G wood deck. This wood deck sits atop steel framing consisting of tubular steel purlins and tubular steel perimeter bearing on tubular steel columns. There is a metal gravel stop at all perimeters along with perimeter aluminum gutters and downspouts to remove water from this roof. This canopy is constructed from painted steel columns, tubes & beams.

1990, Low Slope Roofs (ballasted single ply membrane):

The 1990 additions included low sloped roofs 5& 6 totaling 4,348 s.f. These roofs are constructed with a fully adhered single ply roofing membrane. This membrane is placed upon approximately 3" rigid insulation fastened to a 1.5" sloped metal deck. This sloped metal deck sits atop steel framing consisting of sloped W steel sections or sloped steel joists. This 1/8"/ft slope structure provide the code complaint slope for the roof which was compliant at the time of construction. Various wood blocking and flashing was utilized along with a metal gravel stop at all perimeters. There are numerous roof drains, mechanical units, vent stacks & pitch boxes on all roof surfaces. A wooden curb constructed to double 2x10 wood blocking capped with metal coping, separates roofs 5 & 4. A through wall overflow scupper is paced adjacent to the one drain on roof 5.

1990, Sloped Roofs (asphalt shingles):

The 1990 addition included a large, sloped roof (roof B) over the gymnasium totaling 8,521 s.f.. This roof is currently covered with asphalt shingles and the original construction also showed asphalt shingles as the roof covering. Below this covering is plywood, 1.5" air space & 3" rigid insulation atop 1.5" metal deck fastened to steel trusses constructed of W sections of steel and steel angels. Roof B is a gable roof with a 4/12 slope. Without destructive testing, building paper or ice/water shield below these shingles could not be confirmed, but standard building practice at the time of construction would likely have included this. There are numerous vent stacks, and metal gravel stops on this roof. There is also a 6"x5" aluminum gutter on both low sides of this roof with numerous aluminum downspouts to grade providing drainage for this roof.

Around the perimeter of the facility, just below the roof, is a metal standing seam fascia. This fascia varies in height but is typically about 48" tall. The standing seam metal panels are supported by wood sheathing, which is supported by wood blocking fastened to the 8" concrete block masonry wall. This detail was likely incorporated to minimize the amount of red brick veneer used for the facility. The roof gravel stop caps off this fascia.



Roof f5, low slope single ply membrane roof



low slope roof 4 (note standing seam metal fascia panel)



Can Canopy of North side of Building



Failed metal standing seam panels & soffit



Failed metal standing seam panels



Typical roof drain – roof 1 (trees overhanging roof above)

SECTION IV - OBSERVATIONS

On Thursday, October 31, 2024, SPA inspected the roofs and roofing components of Northville Elementary school for wear, condition and future longevity.

The Building Structure:

The existing super-structure including the masonry walls, steel columns, steel roof beam, steel roof joists and steel roof trusses all appear to be in sound condition. We did not observe any locations where significant water damage has affected any of the steel superstructure nor any of the 1.5" structural metal roof deck or wood deck at the canopy. However, not all undersides of roof were inspected due to limited viewing opportunities without destructive demolition.

Low Sloped Roofs (with ballasted and non-ballasted EPDM membrane):

The 63,989 s.f. of Low slope EPDM membrane roofs (ballasted and non-ballasted) at Northville Elementary School (roofs 1, 2, 3, 4, 5, 6 & 7) are generally in poor condition. It is the opinion of SPA that these roofs are the original roofs to the facility making them 30-40 years old, depending on location. Equally, the perimeter metal flashing and EPDM counter flashings are also in poor condition. There was considerable ponding (or signs of ponding in the past) on many of the low sloped roofs on the day of our site visit, indicating that the roofs are not adequately sloping/draining to the existing roof drains. Numerous trees were also noted as overhanging the roof, with many leaves/debris present on the roof surfaces and in the drains. The Mechanical 28 curbs, 4 pitch boxes and 25 vent stacks are also in poor condition. The 40 roof drains, which all appear to be original, are in poor condition and do not have much serviceable life left in them. There are numerous EPDM patches throughout the roof areas indicating leaks that were present in the past. Not only has the EPDM membrane reached the end of its useful life, the EPDM seams, in numerous locations have failed, creating additional pathways for the water to infiltrate the facility.

It appears that the 40 existing roof drains had not been replaced or modified over the last 40 years ago, and therefore, all of the drains are original to the building. Based on visual observation of these drain, they all appear to be in poor condition. There is also no secondary drainage system designed into the current Northville School roof system and therefore, should any roof drain fail, it would flow over the perimeter metal gravel stop.

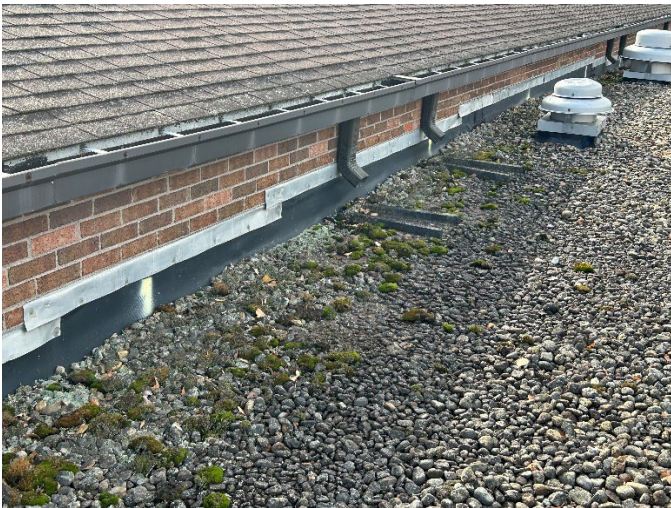
Lastly, the perimeter metal standing seam fascia is in poor condition and should be replaced as part of any future roofing operations. Various locations of these panels are rusted/rotted and there is no remedy for repairing them, therefore, replacement is the only option. Most of the vented screens at the bottom edge of these panels, is missing and or rotted/failed.



Significant ponding on low slope roofs – roof 7 (canopy)



moss growth is an indication of standing water



moss growth is an indication of standing water



typical condition of low sloped ballasted membrane



Roof transition between roofs 4 & 5



Typical HVAC exhaust fan detail

Sloped Roofs (asphalt shingles on wood deck):

The 26,543 s.f. of sloped asphalt shingles at Northville School (roofs A&B) are generally in very poor condition. It is the opinion of SPA that these roofs are the original roofs to the facility making them 30-40 years old, depending on their location .Many of the shingles are showing signs of overheating resulting in cracking/failing & sliding. This is likely due to the fact that there is no ventilation below these shingles, which is now an IBC code requirement. Equally, the perimeter metal flashing & aluminum gutters/downspouts are in marginal condition and should be replaced along with the roof shingles. The one built in gutter on the north side of roof B should be eliminated and roofed over to avoid future water infiltration opportunities.



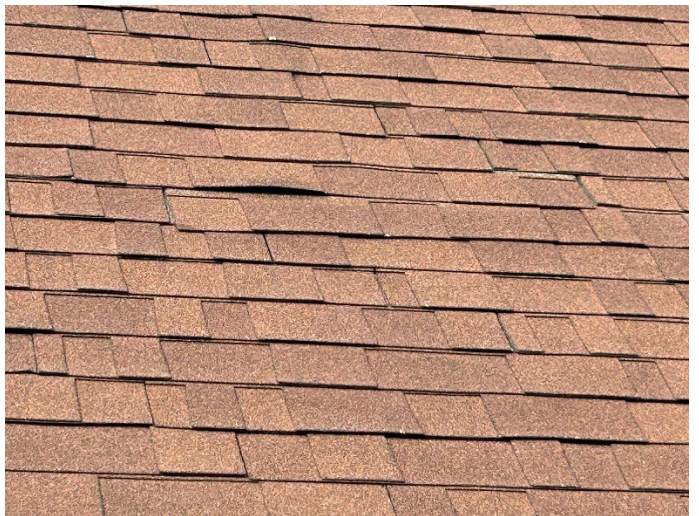
General condition of sloped roof & gutters/downspouts



Typical condition of sloped asphalt shingle roofs



Failed Asphalt shingle at sloped roofs



failed, curling & lifting asphalt shingles – sloped roofs

SECTION V – RECOMMENDATIONS & ESTIMATES

Based on the above observance & information, SPA recommends a full roof replacement, down to the existing structural metal roof deck, with new code complaint insulation, membranes, roof drains etc. We recommend that the district do this work as soon as possible due to the conditions listed above. We have analyzed 4 options which are highlighted below:

Option 1: EPDM on low sloped roofs. Asphalt shingles on sloped roofs.

Low Sloped Roofs (with EPDM membrane):

- Remove existing Ballast on all roof except 5 & 6
- Remove existing EPDM membrane
- Remove existing rigid insulation below membrane
- Remove and replace all wood blocking & perimeter gravel stop/metal flashing
- Remove & replace existing 40 roof drains
- Remove & replace existing 28 HVAC exhaust fan wood curbs/flashing
- Remove & replace 4 existing pitch boxes
- Remove & replace 23 existing vent stack flashings
- Remove and replace all aluminum gutters & downspouts
- Remove & replace perimeter standing seam metal fascia
- Clean & inspect existing roof deck
- Install 5" rigid insulation to meet R-30 energy code requirement
- Install 1/8" tapered insulation meeting the current IBC building code
- Install new recovery board
- Install new EPDM roofing membrane (adhesive applied)
- Scrape, prime and paint all steel at canopy
- Repair all damaged exterior soffits
- Entire system to be a minimum warranty of 20 years

Sloped Roofs (with asphalt shingles):

- Remove & replace 2 existing vent stack flashings
- Remove existing asphalt shingles & building paper/ice & water shield
- Remove existing built -in gutter on North Side
- Remove and replace all aluminum gutters & downspouts
- Clean & inspect existing roof deck
- Install new vented nailable deck board
- Install new Ice & water shield over all wood decks
- Install new Asphalt shingles
- Entire system to be a minimum warranty of 30 years

Option 1 – Opinion of Probable Construction

Northville Elementary School Roof Replacement							14-Nov-24				
22 Hipp Road, New Milford CT							JOB NO:24.169				
Owner: Town of New Milford											
OPINION OF PROBABLE CONSTRUCTION COST				Option 1 - Asphalt Shingle-EPDM Roofing Membrane			CT STATE PROJECT #				
90,532 (SQUARE FEET)											
SECTION NUMBER	WORK CATEGORIES	QTY.	UNIT	MATERIAL COST		LABOR COST		ALLOWANCE	TOTAL \$	CT INELIGIBLE	
				UNIT \$	TOTAL	UNIT \$	TOTAL				
OTHER COSTS											
	STATE PERMIT FEE (.26 PER 1,000)	1	LS						\$92	\$92	
OTHER SUB-TOTAL									\$92	TOTAL: \$92	
DIVISION TWO											
	DUMPSTERS	20	EA	\$1,000.00	\$20,000				\$20,000	\$0	
	EXISTING FLAT ROOF	63,989	SF		\$0	\$1.00	\$63,989		\$63,989	\$0	
	ASPHALT SHINGLES	28,543	SF			\$1.50			\$39,815	\$0	
	DEMO - WOOD BLOCKING	2,050	LF	\$0.00	\$0	\$7.00	\$14,350		\$14,350	\$0	
	DEMO GUTTERS/DOMNSPOUTS	1800	LF	\$0.00	\$0	\$5.00	\$9,000		\$9,000	\$0	
	DEMO VENT STACKS	25	EA	\$0.00	\$0	\$25.00	\$625		\$625	\$0	
	DEMO ROOF DRAINS	40	EA	\$0.00	\$0	\$50.00	\$2,000		\$2,000	\$0	
	DEMO PITCH BOX	4	EA	\$0.00	\$0	\$20.00	\$80		\$80	\$0	
	DEMO EXHAUST FAN CURBS	28	EA	\$0.00	\$0	\$200.00	\$5,600		\$5,600	\$0	
	DEMO METAL GRAVEL STOP	2050	SF	\$0.00	\$0	\$2.00	\$4,100		\$4,100	\$0	
	DEMO METAL STANDING SEAM FASCIA	13400	SF	\$0.00	\$0	\$15.00	\$201,000		\$201,000	\$0	
	DEMO ROOF BALLAST	58217	SF	\$0.00	\$0	\$1.25	\$70,271		\$70,271	\$0	
DIVISION TWO SUB-TOTAL									\$439,030	TOTAL: \$0	
DIVISION FIVE											
	METAL GRAVEL STOP	2,050	LF	\$15.00	\$30,750	\$9.00	\$18,450		\$49,200	\$0	
	SAW CUTTING FOR REGLETS & METAL	500	LF	\$4.45	\$2,225	\$4.00	\$2,000		\$4,225	\$0	
	METAL FASCIA PANELS	13,400	SF	\$15.00	\$201,000	\$8.50	\$113,900		\$314,900	\$314,900	
	5% TOTAL DECK REPLACEMENT ALLOWANCE	1	EA				\$10,000		\$10,000	\$10,000	
DIVISION FIVE SUB-TOTAL									\$378,325	TOTAL: \$324,900	
DIVISION SIX											
	PERIMETER WOOD BLOCKING	9,000	BF	\$3.00	\$27,000	\$2.00			\$27,000	\$0	
	MECH. UNIT WOOD BLOCKING	200	BF	\$3.50	\$700	\$2.00	\$400		\$1,100	\$0	
	VENTED NAILABLE DECK BOARD	28,543	SF	\$4.00	\$108,172	\$2.00	\$53,088		\$159,258	\$0	
DIVISION SIX SUB-TOTAL									\$187,358	TOTAL: \$0	
DIVISION SEVEN											
	BASE LAYER INSULATION (5" THICK)	63,989	SF	\$4.00	\$255,956	\$3.00	\$191,967		\$447,923	\$0	
	TAPERED INSULATION INSULATION (1/8")	63,989	SF	\$2.00	\$127,978	\$1.50	\$95,984		\$223,962	\$0	
	COVERBOARD	63,989	SF	\$2.00	\$127,978	\$2.00	\$127,978		\$255,956	\$0	
	EPDM ROOFING MEMBRANE	63,989	SF	\$3.25	\$207,964	\$3.00	\$191,967		\$399,931	\$0	
	ASPHALT SHINGLES	28,543	SF	\$4.00	\$108,172	\$5.00	\$132,715		\$238,887	\$0	
	ICE & WATER	28,543	SF	\$2.50	\$68,358	\$2.50	\$68,358		\$132,715	\$0	
	VENT STACK FLASHING	25	EA	\$100.00	\$2,500	\$25.00	\$625		\$3,125	\$0	
	PITCH BOX FLASHING	4	EA	\$100.00	\$400	\$25.00	\$100		\$500	\$0	
	EXHAUST FAN FLASHING	28	EA	\$50.00	\$1,400	\$20.00	\$560		\$1,960	\$0	
	SEALANTS	1	LS						\$5,000	\$0	
	MISC ROOF ACCESSORIES	1	LS						\$3,000	\$0	
	ADHESIVES	1	LS						\$8,500	\$0	
	SCRAPE, PRIME AND PAINT CANOPY	1	LS						\$10,000	\$10,000	
	REPAIR EXTERIOR ENTRY SOFFITS	1	LS						\$8,500	\$8,500	
DIVISION SEVEN SUB-TOTAL									\$1,737,959	TOTAL: \$18,500	
DIVISION FIFTEEN											
	ROOF DRAIN & SUMP	40	EA	\$400.00	\$16,000	\$300.00	\$12,000		\$28,000	\$0	
	ROOF SCUPPER	6	EA	\$200.00	\$1,200	\$800.00	\$3,600		\$4,800	\$0	
	ALUMINUM GUTTERS AND DOWNSPOUTS	1,800	LF	\$16.00	\$28,800	\$8.00	\$10,800		\$39,600	\$0	
DIVISION FIFTEEN SUB-TOTAL									\$72,400	TOTAL: \$0	
CONSTRUCTION COST PER SQUARE FOOT = \$38.87											
SUBTOTAL =									\$2,815,164	TOTAL: \$343,492	
GEN. CONDITIONS									10.00%	\$281,516	\$27,479
OVERHEAD & PROFIT									15.00%	\$422,275	\$41,219
Subtotal										\$3,518,954	
CONSTRUCTION TOTAL =									\$3,518,954	TOTAL: \$412,190	
A/E FEES =									\$123,163	\$12,022	
ENVIRONMENTAL FEE									\$50,000	\$4,881	
CONTINGENCY = .10%									\$351,895	\$351,895	
GRAND TOTAL									\$4,044,013	TOTAL: \$780,989	

SILVER/PETRUCELLI + ASSOCIATES
Architects & Engineers

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Fax: 203 230 8247
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Option 2: 2 ply modified on low sloped roofs. Asphalt shingles on sloped roofs

Low Sloped Roofs (with 2 ply modified membrane):

- Remove existing Ballast on all roof except 5 & 6
- Remove existing EPDM membrane
- Remove existing rigid insulation below membrane
- Remove and replace all wood blocking & perimeter gravel stop/metal flashing
- Remove & replace existing 40 roof drains
- Remove & replace existing 28 HVAC exhaust fan wood curbs/flashing
- Remove & replace 4 existing pitch boxes
- Remove & replace 23 existing vent stack flashings
- Remove and replace all aluminum gutters & downspouts
- Remove & replace perimeter standing seam metal fascia
- Clean & inspect existing roof deck
- Install 5" rigid insulation to meet R-30 energy code requirement
- Install 1/8" tapered insulation meeting the current IBC building code
- Install new recovery board
- Install new 2 ply modified bitumen roofing membrane (cold asphalt applied)
- Scrape, prime and paint all steel at canopy
- Repair all damaged exterior soffits
- Entire system to be a minimum warranty of 20 years

Sloped Roofs (with asphalt shingles):

- Remove & replace 2 existing vent stack flashings
- Remove existing asphalt shingles & building paper/ice & water shield
- Remove existing built -in gutter on North Side
- Remove and replace all aluminum gutters & downspouts
- Clean & inspect existing roof deck
- Install new vented nailable deck board
- Install new Ice & water shield over all wood decks
- Install new Asphalt shingles
- Entire system to be a minimum warranty of 30 years

Option 2 – Opinion of Probable Construction

Northville Elementary School Roof Replacement							14-Nov-24			
22 Hipp Road, New Milford CT							JOB NO:24.169			
Owner: Town of New Milford										
OPINION OF PROBABLE CONSTRUCTION COST			Option 2 - Asphalt Shingle-2 ply modified Roofing Membrane				CT STATE PROJECT #			
90,532 (SQUARE FEET)										
SECTION NUMBER	WORK CATEGORIES	QTY.	UNIT	MATERIAL COST		LABOR COST		ALLOWANCE	TOTAL \$	CT INELIGIBLE
				UNIT \$	TOTAL	UNIT \$	TOTAL			
OTHER COSTS										
	STATE PERMIT FEE (.26 PER 1,000)	1	LS						\$98	\$98
OTHER SUB-TOTAL								\$98		TOTAL: \$98
DIVISION TWO										
	DUMPSTERS	20	EA	\$1,000.00	\$20,000				\$20,000	\$0
	EXISTING FLAT ROOF	63,989	SF		\$0	\$1.00	\$63,989		\$63,989	\$0
	ASPHALT SHINGLES	26,543	SF			\$1.50			\$39,815	\$0
	DEMO - WOOD BLOCKING	2,050	LF	\$0.00	\$0	\$7.00	\$14,350		\$14,350	\$0
	DEMO GUTTERS/DOWNSPOUTS	1800	LF	\$0.00	\$0	\$5.00	\$9,000		\$9,000	\$0
	DEMO VENT STACKS	25	EA	\$0.00	\$0	\$25.00	\$625		\$625	\$0
	DEMO ROOF DRAINS	40	EA	\$0.00	\$0	\$50.00	\$2,000		\$2,000	\$0
	DEMO PITCH BOX	4	EA	\$0.00	\$0	\$20.00	\$80		\$80	\$0
	DEMO EXHAUST FAN CURBS	28	EA	\$0.00	\$0	\$200.00	\$5,600		\$5,600	\$0
	DEMO METAL GRAVEL STOP	2050	SF	\$0.00	\$0	\$2.00	\$4,100		\$4,100	\$0
	DEMO METAL STANDING SEAM FASCIA	13400	SF	\$0.00	\$0	\$15.00	\$201,000		\$201,000	\$0
	DEMO ROOF BALLAST	56217	SF	\$0.00	\$0	\$1.25	\$70,271		\$70,271	\$0
DIVISION TWO SUB-TOTAL								\$439,030		TOTAL: \$98
DIVISION FIVE										
	METAL GRAVEL STOP	2,050	LF	\$15.00	\$30,750	\$9.00	\$18,450		\$49,200	\$0
	SAW CUTTING FOR REGLETS & METAL	500	LF	\$4.45	\$2,225	\$4.00	\$2,000		\$4,225	\$0
	METAL FASCIA PANELS	13,400	SF	\$15.00	\$201,000	\$8.50	\$113,900		\$314,900	\$314,900
	5% TOTAL DECK REPLACEMENT ALLOWANCE	1	EA				\$10,000		\$10,000	\$10,000
DIVISION FIVE SUB-TOTAL								\$378,325		TOTAL: \$324,900
DIVISION SIX										
	PERIMETER WOOD BLOCKING	9,000	BF	\$3.00	\$27,000	\$2.00			\$27,000	\$0
	MECH. UNIT WOOD BLOCKING	200	BF	\$3.50	\$700	\$2.00	\$400		\$1,100	\$0
	VENTED NAILABLE DECK BOARD	26,543	SF	\$4.00	\$106,172	\$2.00	\$53,086		\$159,258	\$0
DIVISION SIX SUB-TOTAL								\$187,358		TOTAL: \$0
DIVISION SEVEN										
	BASE LAYER INSULATION (5" THICK)	63,989	SF	\$4.00	\$255,956	\$3.00	\$191,967		\$447,923	\$0
	TAPERED INSULATION INSULATION (1/8")	63,989	SF	\$2.00	\$127,978	\$1.50	\$95,984		\$223,962	\$0
	COVERBOARD	63,989	SF	\$2.00	\$127,978	\$2.00	\$127,978		\$255,956	\$0
	2 PLY MODIFIED ROOFING MEMBRANE	63,989	SF	\$4.25	\$271,953	\$5.25	\$335,942		\$607,896	\$0
	ASPHALT SHINGLES	26,543	SF	\$4.00	\$106,172	\$5.00	\$132,715		\$238,887	\$0
	ICE & WATER	26,543	SF	\$2.50	\$66,358	\$2.50	\$66,358		\$132,715	\$0
	VENT STACK FLASHING	25	EA	\$100.00	\$2,500	\$25.00	\$625		\$3,125	\$0
	PITCH BOX FLASHING	4	EA	\$100.00	\$400	\$25.00	\$100		\$500	\$0
	EXHAUST FAN FLASHING	28	EA	\$50.00	\$1,400	\$20.00	\$560		\$1,960	\$0
	SEALANTS	1	LS						\$5,000	\$0
	MISC ROOF ACCESSORIES	1	LS						\$3,000	\$0
	SCRAPE, PRIME AND PAINT CANOPY	1	LS						\$10,000	\$10,000
	REPAIR EXTERIOR ENTRY SOFFITS	1	LS						\$8,500	\$8,500
DIVISION SEVEN SUB-TOTAL								\$1,939,423		TOTAL: \$18,500
DIVISION FIFTEEN										
	ROOF DRAIN & SUMP	40	EA	\$400.00	\$16,000	\$300.00	\$12,000		\$28,000	\$0
	ROOF SCUPPER	6	EA	\$200.00	\$1,200	\$600.00	\$3,600		\$4,800	\$0
	ALUMINUM GUTTERS AND DOWNSPOUTS	1,800	LF	\$16.00	\$28,800	\$8.00	\$10,800		\$39,600	\$0
DIVISION FIFTEEN SUB-TOTAL								\$72,400		TOTAL: \$0
CONSTRUCTION COST PER SQUARE FOOT = \$41.65										
SUBTOTAL =								\$3,016,834		TOTAL: \$343,596
GEN. CONDITIONS 10.00%								\$301,683		\$27,488
OVERHEAD & PROFIT 15.00%								\$452,495		\$41,232
Subtotal								\$3,770,792		
CONSTRUCTION TOTAL =								\$3,770,792		TOTAL: \$412,315
A/E FEES =								\$131,978		\$12,026
ENVIRONMENTAL FEE								\$50,000		\$4,556
CONTINGENCY = .10%								\$377,079		\$377,079
GRAND TOTAL								\$4,329,849		TOTAL: \$805,976

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Option 3: EPDM on low sloped roofs. Standing seam on sloped roofs.

Low Sloped Roofs (with EPDM membrane):

- Remove existing Ballast on all roof except 5 & 6
- Remove existing EPDM membrane
- Remove existing rigid insulation below membrane
- Remove and replace all wood blocking & perimeter gravel stop/metal flashing
- Remove & replace existing 40 roof drains
- Remove & replace existing 28 HVAC exhaust fan wood curbs/flashing
- Remove & replace 4 existing pitch boxes
- Remove & replace 23 existing vent stack flashings
- Remove and replace all aluminum gutters & downspouts
- Remove & replace perimeter standing seam metal fascia
- Clean & inspect existing roof deck
- Install 5" rigid insulation to meet R-30 energy code requirement
- Install 1/8" tapered insulation meeting the current IBC building code
- Install new recovery board
- Install new EPDM roofing membrane (adhesive applied)
- Scrape, prime and paint all steel at canopy
- Repair all damaged exterior soffits
- Entire system to be a minimum warranty of 20 years

Sloped Roofs (with standing seam):

- Remove & replace 2 existing vent stack flashings
- Remove existing asphalt shingles & building paper/ice & water shield
- Remove existing built -in gutter on North Side
- Remove and replace all aluminum gutters & downspouts
- Clean & inspect existing roof deck
- Install new vented nailable deck board
- Install new Ice & water shield over all wood decks
- Install new standing seam metal roof system
- Entire system to be a minimum warranty of 30 years

Option 3 – Opinion of Probable Construction

Northville Elementary School Roof Replacement							14-Nov-24			
22 Hipp Road, New Milford CT							JOB NO:24.169			
Owner: Town of New Milford										
OPINION OF PROBABLE CONSTRUCTION COST			Option 3- Standing Seam-EPDM Roofing Membrane				CT STATE PROJECT #			
90,532 (SQUARE FEET)										
SECTION NUMBER	WORK CATEGORIES	QTY.	UNIT	MATERIAL COST		LABOR COST		ALLOWANCE	TOTAL \$	CT INELIGIBLE
				UNIT \$	TOTAL	UNIT \$	TOTAL			
OTHER COSTS										
	STATE PERMIT FEE (.26 PER 1,000)	1	LS						\$103	\$103
OTHER SUB-TOTAL								\$103		TOTAL: \$103
DIVISION TWO										
	DUMPSTERS	20	EA	\$1,000.00	\$20,000				\$20,000	\$0
	EXISTING FLAT ROOF	63,989	SF		\$0	\$1.00	\$63,989		\$63,989	\$0
	ASPHALT SHINGLES	26,543	SF			\$1.50			\$39,815	\$0
	DEMO - WOOD BLOCKING	2,050	LF	\$0.00	\$0	\$7.00	\$14,350		\$14,350	\$0
	DEMO GUTTERS/DOMNSPOUTS	1800	LF	\$0.00	\$0	\$5.00	\$9,000		\$9,000	\$0
	DEMO VENT STACKS	25	EA	\$0.00	\$0	\$25.00	\$625		\$625	\$0
	DEMO ROOF DRAINS	40	EA	\$0.00	\$0	\$50.00	\$2,000		\$2,000	\$0
	DEMO PITCH BOX	4	EA	\$0.00	\$0	\$20.00	\$80		\$80	\$0
	DEMO EXHAUST FAN CURBS	28	EA	\$0.00	\$0	\$200.00	\$5,600		\$5,600	\$0
	DEMO METAL GRAVEL STOP	2050	SF	\$0.00	\$0	\$2.00	\$4,100		\$4,100	\$0
	DEMO METAL STANDING SEAM FASCIA	13400	SF	\$0.00	\$0	\$15.00	\$201,000		\$201,000	\$0
	DEMO ROOF BALLAST	56217	SF	\$0.00	\$0	\$1.25	\$70,271		\$70,271	\$0
DIVISION TWO SUB-TOTAL								\$439,030		TOTAL: \$0
DIVISION FIVE										
	METAL GRAVEL STOP	2,050	LF	\$15.00	\$30,750	\$9.00	\$18,450		\$49,200	\$0
	SAW CUTTING FOR REGLETS & METAL	500	LF	\$4.45	\$2,225	\$4.00	\$2,000		\$4,225	\$0
	METAL FASCIA PANELS	13,400	SF	\$15.00	\$201,000	\$8.50	\$113,900		\$314,900	\$314,900
	5% TOTAL DECK REPLACEMENT ALLOWANCE	1	EA				\$10,000	\$	10,000	\$ 10,000
DIVISION FIVE SUB-TOTAL								\$378,325		TOTAL: \$324,900
DIVISION SIX										
	PERIMETER WOOD BLOCKING	9,000	BF	\$3.00	\$27,000	\$2.00			\$27,000	\$0
	MECH. UNIT WOOD BLOCKING	200	BF	\$3.50	\$700	\$2.00	\$400		\$1,100	\$0
	VENTED NAILABLE DECK BOARD	26,543	SF	\$4.00	\$106,172	\$2.00	\$53,086		\$159,258	\$0
DIVISION SIX SUB-TOTAL								\$ 187,358		TOTAL: \$0
DIVISION SEVEN										
	BASE LAYER INSULATION (5" THICK)	63,989	SF	\$4.00	\$255,956	\$3.00	\$191,967		\$447,923	\$0
	TAPERED INSULATION INSULATION (1/8")	63,989	SF	\$2.00	\$127,978	\$1.50	\$95,984		\$223,962	\$0
	COVERBOARD	63,989	SF	\$2.00	\$127,978	\$2.00	\$127,978		\$255,956	\$0
	EPDM ROOFING MEMBRANE	63,989	SF	\$3.25	\$207,964	\$3.00	\$191,967		\$399,931	\$0
	STANDING SEAM ROOF PANELS	26,543	SF	\$9.50	\$252,159	\$12.00	\$318,516		\$570,675	\$0
	ICE & WATER	26,543	SF	\$2.50	\$66,358	\$2.50	\$66,358		\$132,715	\$0
	VENT STACK FLASHING	25	EA	\$100.00	\$2,500	\$25.00	\$625		\$3,125	\$0
	PITCH BOX FLASHING	4	EA	\$100.00	\$400	\$25.00	\$100		\$500	\$0
	EXHAUST FAN FLASHING	28	EA	\$50.00	\$1,400	\$20.00	\$560		\$1,960	\$0
	SEALANTS	1	LS						\$5,000	\$0
	MISC ROOF ACCESSORIES	1	LS						\$3,000	\$0
	SCRAP, PRIME AND PAINT CANOPY	1	LS						\$10,000	\$10,000
	REPAIR EXTERIOR ENTRY SOFFITS	1	LS						\$8,500	\$8,500
	ADHESIVES	1	LS						\$6,500	\$0
DIVISION SEVEN SUB-TOTAL								\$2,089,746		TOTAL: \$18,500
DIVISION FIFTEEN										
	ROOF DRAIN & SUMP	40	EA	\$400.00	\$16,000	\$300.00	\$12,000		\$28,000	\$0
	ROOF SCUPPER	6	EA	\$200.00	\$1,200	\$600.00	\$3,600		\$4,800	\$0
	ALUMINUM GUTTERS AND DOWNSPOUTS	1,800	LF	\$16.00	\$28,800	\$6.00	\$10,800		\$39,600	\$0
DIVISION FIFTEEN SUB-TOTAL								\$72,400		TOTAL: \$0
CONSTRUCTION COST PER SQUARE FOOT = \$43.45										
SUBTOTAL =								\$3,146,962		TOTAL: \$343,503
GEN. CONDITIONS								10.00%	\$314,696	\$27,480
OVERHEAD & PROFIT								15.00%	\$472,044	\$41,220
Subtotal									\$3,933,703	
CONSTRUCTION TOTAL =								\$3,933,703		TOTAL: \$412,204
A/E FEES =								\$137,680		\$12,023
ENVIRONMENTAL FEE								\$50,000		\$4,366
CONTINGENCY = .10%								\$393,370		\$393,370
GRAND TOTAL								\$4,514,752		TOTAL: \$821,963

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Option 4: 2 ply modified on low sloped roofs. Standing seam on sloped roofs

Low Sloped Roofs (with 2 ply modified membrane):

- Remove existing Ballast on all roof except 5 & 6
- Remove existing EPDM membrane
- Remove existing rigid insulation below membrane
- Remove and replace all wood blocking & perimeter gravel stop/metal flashing
- Remove & replace existing 40 roof drains
- Remove & replace existing 28 HVAC exhaust fan wood curbs/flashing
- Remove & replace 4 existing pitch boxes
- Remove & replace 23 existing vent stack flashings
- Remove and replace all aluminum gutters & downspouts
- Remove & replace perimeter standing seam metal fascia
- Clean & inspect existing roof deck
- Install 5" rigid insulation to meet R-30 energy code requirement
- Install 1/8" tapered insulation meeting the current IBC building code
- Install new recovery board
- Install new 2 ply modified bitumen roofing membrane (cold asphalt applied)
- Scrape, prime and paint all steel at canopy
- Repair all damaged exterior soffits
- Entire system to be a minimum warranty of 20 years

Sloped Roofs (with standing seam):

- Remove & replace 2 existing vent stack flashings
- Remove existing asphalt shingles & building paper/ice & water shield
- Remove existing built -in gutter on North Side
- Remove and replace all aluminum gutters & downspouts
- Clean & inspect existing roof deck
- Install new vented nailable deck board
- Install new Ice & water shield over all wood decks
- Install new standing seam metal roof system
- Entire system to be a minimum warranty of 30 years

Option 4 – Opinion of Probable Construction

Northville Elementary School Roof Replacement							14-Nov-24			
22 Hipp Road, New Milford CT										
Owner: Town of New Milford							JOB NO:24.169			
OPINION OF PROBABLE CONSTRUCTION COST				Option 4 - Standing Seam-2 ply modified Roofing Membrane			CT STATE PROJECT #			
90,532 (SQUARE FEET)										
SECTION NUMBER	WORK CATEGORIES	QTY.	UNIT	MATERIAL COST		LABOR COST		ALLOWANCE	TOTAL \$	CT INELIGIBLE
				UNIT \$	TOTAL	UNIT \$	TOTAL			
OTHER COSTS										
	STATE PERMIT FEE (.26 PER 1,000)	1	LS						\$109	\$109
OTHER SUB-TOTAL								\$109		TOTAL: \$109
DIVISION TWO										
	DUMPSTERS	20	EA	\$1,000.00	\$20,000				\$20,000	\$0
	EXISTING FLAT ROOF	63,989	SF		\$0	\$1.00	\$63,989		\$63,989	\$0
	ASPHALT SHINGLES	26,543	SF			\$1.50			\$39,815	\$0
	DEMO - WOOD BLOCKING	2,050	LF	\$0.00	\$0	\$7.00	\$14,350		\$14,350	\$0
	DEMO GUTTERS/DOMNSPOUTS	1800	LF	\$0.00	\$0	\$5.00	\$9,000		\$9,000	\$0
	DEMO VENT STACKS	25	EA	\$0.00	\$0	\$25.00	\$625		\$625	\$0
	DEMO ROOF DRAINS	40	EA	\$0.00	\$0	\$50.00	\$2,000		\$2,000	\$0
	DEMO PITCH BOX	4	EA	\$0.00	\$0	\$20.00	\$80		\$80	\$0
	DEMO EXHAUST FAN CURBS	28	EA	\$0.00	\$0	\$200.00	\$5,600		\$5,600	\$0
	DEMO METAL GRAVEL STOP	2050	SF	\$0.00	\$0	\$2.00	\$4,100		\$4,100	\$0
	DEMO METAL STANDING SEAM FASCIA	13400	SF	\$0.00	\$0	\$15.00	\$201,000		\$201,000	\$0
	DEMO ROOF BALLAST	56217	SF	\$0.00	\$0	\$1.25	\$70,271		\$70,271	\$0
DIVISION TWO SUB-TOTAL								\$439,030		TOTAL: \$0
DIVISION FIVE										
	METAL GRAVEL STOP	2,050	LF	\$15.00	\$30,750	\$9.00	\$18,450		\$49,200	\$0
	SAW CUTTING FOR REGLETS & METAL	500	LF	\$4.45	\$2,225	\$4.00	\$2,000		\$4,225	\$0
	METAL FASCIA PANELS	13,400	SF	\$15.00	\$201,000	\$8.50	\$113,900		\$314,900	\$314,900
	5% TOTAL DECK REPLACEMENT ALLOWANCE	1	EA				\$10,000		\$10,000	\$10,000
DIVISION FIVE SUB-TOTAL								\$378,325		TOTAL: \$324,900
DIVISION SIX										
	PERIMETER WOOD BLOCKING	9,000	BF	\$3.00	\$27,000	\$2.00			\$27,000	\$0
	MECH. UNIT WOOD BLOCKING	200	BF	\$3.50	\$700	\$2.00	\$400		\$1,100	\$0
	VENTED NAILABLE DECK BOARD	26,543	SF	\$4.00	\$106,172	\$2.00	\$53,086		\$159,258	\$0
DIVISION SIX SUB-TOTAL								\$187,358		TOTAL: \$0
DIVISION SEVEN										
	BASE LAYER INSULATION (5" THICK)	63,989	SF	\$4.00	\$255,956	\$3.00	\$191,967		\$447,923	\$0
	TAPERED INSULATION INSULATION (1/8")	63,989	SF	\$2.00	\$127,978	\$1.50	\$95,984		\$223,962	\$0
	COVERBOARD	63,989	SF	\$2.00	\$127,978	\$2.00	\$127,978		\$255,956	\$0
	2 PLY MODIFIED ROOFING MEMBRANE	63,989	SF	\$4.25	\$271,953	\$5.25	\$335,942		\$607,896	\$0
	STANDING SEAM ROOF PANELS	26,543	SF	\$9.50	\$252,159	\$12.00	\$318,516		\$570,675	\$0
	ICE & WATER	26,543	SF	\$2.50	\$66,358	\$2.50	\$66,358		\$132,716	\$0
	VENT STACK FLASHING	25	EA	\$100.00	\$2,500	\$25.00	\$625		\$3,125	\$0
	PITCH BOX FLASHING	4	EA	\$100.00	\$400	\$25.00	\$100		\$500	\$0
	EXHAUST FAN FLASHING	28	EA	\$50.00	\$1,400	\$20.00	\$560		\$1,960	\$0
	SEALANTS	1	LS						\$5,000	\$0
	MISC ROOF ACCESSORIES	1	LS						\$3,000	\$0
	SCRAPE, PRIME AND PAINT CANOPY	1	LS						\$10,000	\$10,000
	REPAIR EXTERIOR ENTRY SOFFITS	1	LS						\$8,500	\$8,500
DIVISION SEVEN SUB-TOTAL								\$2,268,211		TOTAL: \$18,500
DIVISION FIFTEEN										
	ROOF DRAIN & SUMP	40	EA	\$400.00	\$16,000	\$300.00	\$12,000		\$28,000	\$0
	ROOF SCUPPER	6	EA	\$200.00	\$1,200	\$800.00	\$3,800		\$4,800	\$0
	ALUMINUM GUTTERS AND DOWNSPOUTS	1,800	LF	\$16.00	\$28,800	\$6.00	\$10,800		\$39,600	\$0
DIVISION FIFTEEN SUB-TOTAL								\$72,400		TOTAL: \$0
CONSTRUCTION COST PER SQUARE FOOT = \$46.19										
SUBTOTAL =								\$3,345,432		TOTAL: \$343,509
GEN. CONDITIONS 10.00%								\$334,543		\$27,481
OVERHEAD & PROFIT 15.00%								\$501,815		\$41,221
Subtotal								\$4,181,790		
CONSTRUCTION TOTAL =								\$4,181,790		TOTAL: \$412,211
A/E FEES =								\$146,363		\$12,023
ENVIRONMENTAL FEE								\$50,000		\$4,107
CONTINGENCY = .10%								\$418,179		\$418,179
GRAND TOTAL								\$4,796,332		TOTAL: \$846,520



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SECTION VI - ESCALATION

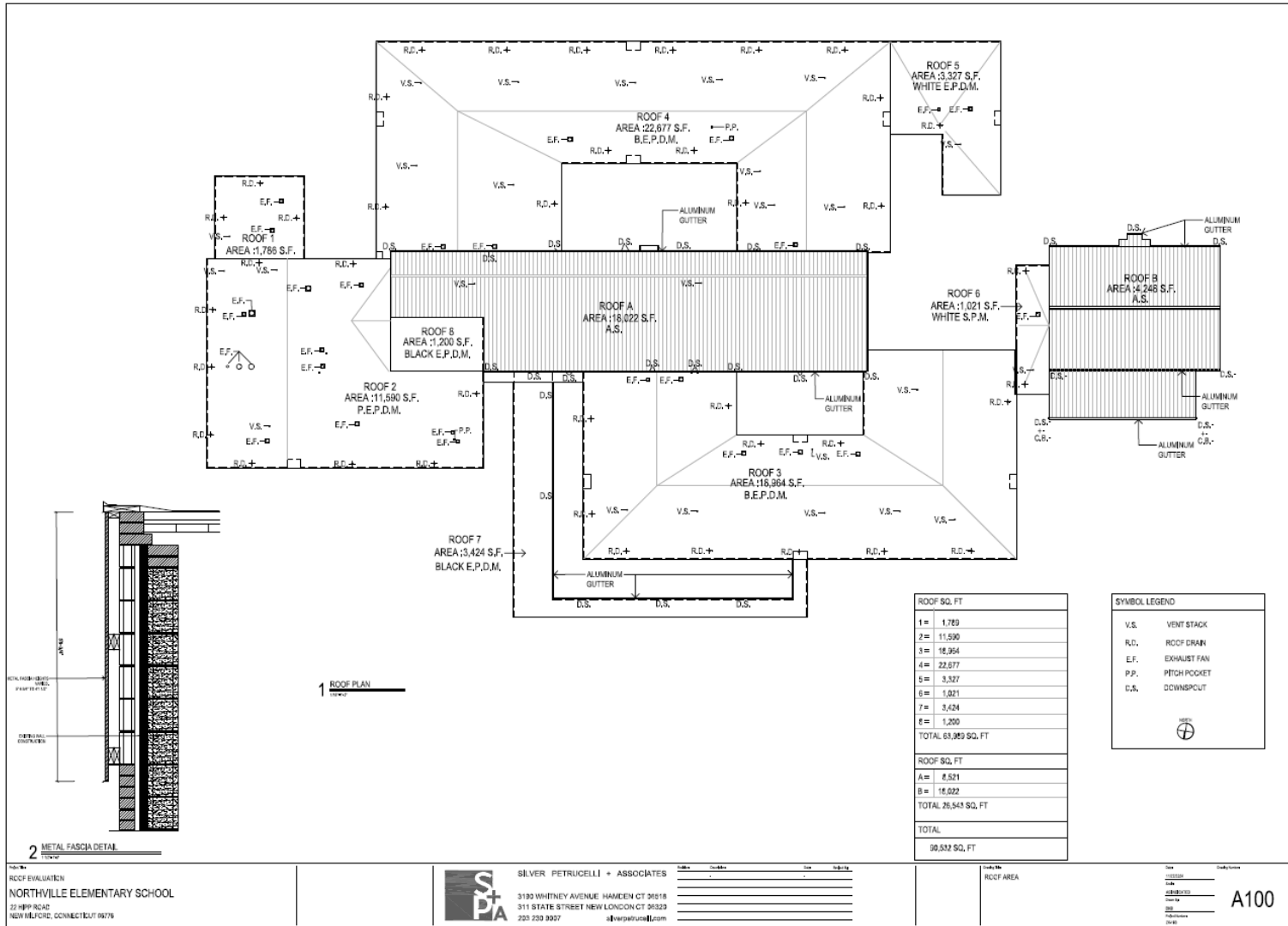
Silver Petrucelli & Associates was not told when this project is projected to be constructed. Since our opinion of probable construction costs is based on Construction rates for the year 2024/2025, below is an escalation schedule based on 5% increase per year, which has been the average annual construction increase percentage in Connecticut in recent years. Escalation is due to labor and material increases year after year.

Option:	Year:					
	2024	2025	2026	2027	2028	2029
Option 1	\$4,044,013	\$4,246,214	\$4,458,524	\$4,681,450	\$4,915,523	\$5,161,299
Option 2	\$4,329,849	\$4,546,341	\$4,773,658	\$5,012,341	\$5,262,958	\$5,526,106
Option 3	\$4,514,752	\$4,740,490	\$4,977,514	\$5,226,390	\$5,487,709	\$5,762,095
Option 4	\$4,796,322	\$5,036,138	\$5,287,945	\$5,552,342	\$5,829,959	\$6,121,457

SECTION VII – STATE REIMBURSEMENT PROCESS

School roof replacement projects are eligible for State Reimbursement and are considered “non priority projects” which mean that they are automatically approved once the district submits their on-line application and a State Project Number is issued by the State. Therefore, the Town of New Milford should file for this roof replacement project as soon as funds become available. The Reimbursement rate is adjusted each year by the State of Connecticut. The only items that will not be eligible for reimbursement will be the few items that are non-roof related, such as the standing seam metal fascia panels, the canopy painting work and the exterior soffit repairs. Most all other items should be eligible for reimbursement.

APPENDIX "A" EXISTING ROOF PLAN



New Milford Public Schools HVAC 5 Year Reporting



Prepared by:

Consulting Engineering Services, Inc.

811 Middle Street, Middletown, CT 06457

CES PN 2024151.00

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New Milford Public Schools 5 Year Reporting

Overview

CES was hired by New Milford Public Schools to comply with legislation recently passed by the State of Connecticut to ensure that all schools conduct periodic evaluations of HVAC equipment, with specific attention paid to ventilation within each school. There are a total of five public schools in New Milford that range in age from the 1960s to the newest school, which was built in 2000. The overall goal of this effort is to evaluate HVAC systems at each school to understand how they operate and where repairs or replacements are needed to achieve better indoor air quality.

Objectives and Goals

Objectives

The process for evaluating each school consisted of two main components:

- A thorough review of equipment that introduces outside air, filters air, and systems that exhaust air. This includes but is not limited to: air handling units (AHUs), rooftop units (RTUs), exhaust fans (EFs), and unit ventilators (UVs).
 - ✓ CES requested and received any documents pertaining to air moving systems such as building HVAC drawings and, where applicable, building automation system documentation. Various levels of documentation were available for each school given the difference in building age. Where documentation was scarce or incomplete, CES worked with facilities staff to understand and document systems.
- Measurements - Documenting airflow (supply, return, outside air, exhaust) by taking comprehensive air measurements in each school. These readings will show actual system performance.
 - ✓ Airflow measurements were taken at all supply diffusers, return and exhaust grills, and outside air intakes. Those measurements were used to calculate outdoor air rates for the existing equipment/spaces.

Goals

1. Document the current operating condition for HVAC systems serving all public schools in New Milford, including damper function, filter status, and system controls. The specific scope for HVAC systems was anything that either brought in outside air or exhausted air from a space with the intent being to evaluate the efficiency of ventilation.
2. Compare and report findings from the equipment evaluation performed by CES with those outlined by the American Society of Heating, Refrigeration, and Air-Conditioning Engineers, or ASHRAE.
3. Compile a list of deficiencies of items that require correction, and recommendations for how to fix them, in order to return the equipment to proper working condition.

5 Year Reporting Requirements Met

1. HVAC Assessment

- ✓ Review of maximum filter efficiency, quantity, condition, and last date of change
- ✓ Verification of ventilation components operation including fans, dampers, filters, etc.
 - Detailed review of fan operation /damper operation / filter condition
 - Applies to RTUs, AHUs, HVs, MAUs, EFs, UVs, FCUs with OA
 - Document sheave sizes, motor nameplate information, belt information, etc. when possible.
- ✓ Verification of unit operation and performance of required maintenance, as it pertains to ventilation.
- ✓ Verification of control sequences
 - Any applicable controls built available was be provided to CES for review
 - The controls review will be based on what is available through the controls system and any applicable as-builts available.
 - Control sequences were reviewed based on industry standards and through BMS controls where applicable. Observations can be found in the Pictures tab as well as the Master Deficiency and Resolution Log.
- ✓ Verification of carbon dioxide sensors (where applicable)
 - There were no CO2 sensors available for review/verification.
- ✓ Collection of field data for the potential of installation of mechanical ventilation if none exists
 - There were no areas observed where mechanical ventilation does not exist for classroom spaces.
- ✓ Review of current maintenance practices including setpoints and schedules
 - Maintenance practices were discussed with the with the facilities staff. Based on the schools age and condition, there were instances where staff relied on manually turning equipment on and off from a schedule standpoint while other equipment is controlled via BMS.
 - Suggestions were made for regular filter changes and belt changes.

2. Measurements Assessment

- ✓ Measurement of all air distribution inlets and outlets that are accessible for our review
- ✓ Air Handling Equipment total airflow readings (when possible - total Supply Air, Return Air, Outdoor Air, and Exhaust Air readings are taken directly at the units)
- ✓ Static Pressure Profile of each accessible unit
- ✓ Airflow measurement of outside air rate at each unit that delivers outdoor air
- ✓ Physical measurements of each accessible space (to calculate air change rates)
- ✓ Calculations for ventilation rates and outdoor air delivery rates for each space

Process and Report Contents

To kick off the process, CES requested all documentation available including drawings, as-builts and controls program credentials. The schools had various levels of building automation system integration while most had a mixture of systems on the BAS and others operated manually. Working through the summer, we scheduled our work over the course of the summer months. Onsite work included reviewing the respective schools with the facilities staff. Initial site visits focused on physical review of equipment and its components to condition, associated component operation, system/equipment sequence, cleanliness, etc. The second part of our work included taking physical measurements of the equipment airflows to identify levels of ventilation. The goal of this process was to identify the systems, associated condition, operational deficiencies and measurements of airflows. Resulting documentation included the following:

1. Executive Summary (This document)
2. 5 Year Reporting Workbook: One workbook per school with worksheets for the following:
 - Tab 1: Distribution Sheet (Airflow)
 - Tab 2: Air Changes Sheet
 - Tab 3: Unit Totals
 - Tab 4: Notes Page
 - Tab 5: Pictures of existing conditions
 - Tab 6: Issues and Recommendation Log
3. New Milford Schools Workbook: One workbook provided for all schools tabbed as worksheets
 - This Excel Document lists all of the ventilation equipment within the building identifying the associated components, condition, operation and notes.
 - The intent of this workbook is to be used as a tool for the school's facilities staff for reference to equipment, areas served, components present, filter sizes, etc.
4. Roof Overviews for the following Schools as a means of reference.
5. Observation Reports from initial site visits for record.

Schools Assessed

1. Hill and Plains Elementary School
2. Northville Elementary School
3. Sarah Noble Intermediate School
4. Schaghticoke Middle School
5. New Milford High School

Systems Evaluated

1. Roof Top Units – RTUs
2. Air Handling Units – AHUs
3. Unit Ventilators – UVs
4. Outside Air Intake Hoods
5. Kitchen Make Up Air Unit
6. Fan Operation – Supply Fans, Exhaust Fans, Return Fans
7. Damper operation
8. Unit Interiors and Filters – Cleanliness and sizing where available

Systems by School

Hill and Plain

School Description

Hill and Plain Elementary School is a 70,000 sq. ft. school built in the 1960s. Since then it has undergone renovations to upgrade some HVAC equipment, particularly the replacement of exhaust fans. The majority of the school is served by perimeter radiation. All classrooms are served by exhaust fans with the exception of rooms 23 – 26, which are served by a single unit. A total of six cabinet unit heaters serve various vestibules and there is one unit heater in each of the bathrooms adjacent to the gym.

Air Handling Units – AHUs

The AHUs serving the gym provide fresh air to the space and condition it according to the needs within the space. Located on a mechanical mezzanine above the gym floor, these units are available on the BMS with limited controls. There are two AHUs labeled AHU-1 and AHU-2.

Unit Ventilators

The unit ventilators are the main source of ventilation available to the school. Typically serving one area, they are mounted above the ceiling, ducted to provide outside air and have a hot water coil to heat air as needed. The following list indicates which unit serves which area:

- UV-1 – physical therapy
- UV-2 – Cafeteria
- UV-3 – Cafeteria
- UV-4 – Teacher’s Lounge
- UV-5 – Teacher’s Workroom

AC Units

The AC units have heating and cooling coils to condition air as needed for demand within the space. The units are ducted to provide outside air and operate using local controls. ACU-1 serves Room 15b and the Computer Lab. ACU-2 serves the Library.

Exhaust Fans – Classrooms

The classrooms are ducted to bring in outside air passively. There are exhaust fans to remove air from the space and the OA is able to passively move into the spaces along the exterior walls.

Various rooftop and inline exhaust fans provide ventilation for classroom spaces. General maintenance should be performed on all existing fans, and a maintenance schedule for exhaust fans should be created to keep fans in operable conditions.

Conclusions:

Summary: Building systems and equipment are consistent with a building/equipment of this age. Many of the units that provide ventilation air specifically **unit ventilators are beyond their useful service life and would benefit from replacement.**

Northville Elementary School

School Description

Northville Elementary School is an 80,000 square foot building originally built in 1981.

Air Handling Units (AHUs)

There are seven AHUs that serve common areas and offices including administrative areas, cafeteria, media center, nurse/faculty, and the gym. Each classroom has its own unit ventilator which can bring in outside air and has a heating coil. Exhaust fans are used to remove air from toilets and some classrooms. The units described here are not controlled through the BMS and the heating/cooling coils, as well as unit ventilators, are operated using thermostats in the space.

Exhaust Fans (EFs)

There are 19 exhaust fans listed as serving Northville Elementary School, all of which have local controls, and typically run continuously. These rooftop exhaust fans are in various conditions, as multiple were found non-operational or with damaged / loose belts.

Exhaust fans serve as ventilation for classroom spaces, as well as areas such as restrooms, storage closets, and mechanical spaces. General maintenance should be performed on all existing fans, and a maintenance schedule for exhaust fans should be created to keep fans in operable conditions.

Conclusions:

Summary: Building systems and equipment are consistent with a building/equipment of this age. Exhaust fans are actively being serviced by facilities for belt replacements. The unit ventilators are in serviceable condition but could benefit from replacement and or general maintenance and thermostat upgrades. AHUs are beyond their useful service life and should consider being replaced.

Sarah Noble Intermediate School

School Description

Sarah Noble Intermediate School is a 186,000 sq. ft. building serving grades 4 - 6. The school has undergone several reconfigurations since being renovated from a high school to an intermediate school in 2001. A variety of equipment serves the school including: rooftop units, a makeup air unit, unit ventilators, exhaust fans, variable air volume (VAV) boxes, and fan coil units.

Rooftop Units – RTUs

RTUs serve mostly non-classrooms areas: admin, multi-purpose rooms, library, media center, computer rooms, faculty rooms, and art rooms. The only classrooms served by a rooftop unit are “E” classrooms. Some units have an exhaust fan internal to the unit, others have an associated exhaust fan, and some have no associated exhaust fan. Nearly all units have the ability to bring in outside air, although the components to do so may not be functional. The RTUs are connected to VAV boxes, with a small number of fan-powered VAVs being used in common areas such as corridors and vestibules. All VAVs, including fan powered, have hot water reheat coils.

Exhaust Fans – EFs

The exhaust fans serve most common areas including classrooms, toilets, gym, science rooms, and corridors. Most exhaust fans have been added to the BMS but some remain under local control. Fans of this type typically run continuously.

General maintenance should be performed on all existing fans, and a maintenance schedule for exhaust fans should be created to keep fans in operable conditions.

Unit Ventilators – UVs

The unit ventilators, which are located in classrooms, are comprised of a hot water coil, an outside air/return air damper, and a fan to draw air through the unit. The damper can modulate based on the need within the space and has been set up to provide a minimum amount of outside air, which gets mixed with return air from the space. The unit ventilators are the main source of outside air for the classrooms.

Conclusions:

Summary: Building systems and equipment are consistent with a building/equipment of this age. The equipment surveyed at Sarah Noble was serviceable, but most equipment is in need some level of maintenance. In particular, the exhaust fans serving the schools need to be serviced and **some of the unit ventilators need repairs**. This work is actively being worked on by facilities staff.

Schaghticoke Middle School

School Description

Schaghticoke Middle School is 155,000 square feet and was originally built in 1973. The school was renovated in 1993 to upgrade a portion of the equipment while some original equipment remains.

Rooftop Units (RTUs), Air Handling Units (AHUs), and Associated

The rooftop and air handling units primarily serving classrooms. Each unit brings in outside air and has the ability to heat air using either an internal or duct-mounted hot water coil. Some AHUs/RTUs also have a cooling coil.

Overall, rooftop air handling units and interior air handling units were observed operational but past their useful service life. The majority of the controls are pneumatic, and dampers/valves are manually manipulated by school facilities staff, when the weather dictates a change. Currently, controls are being provided by multiple vendors (ESC and Siemens), which can be challenging for the end users. Many instances of non-operational dampers and controls were observed during our onsite review. Repair of these conditions is recommended.

Exhaust Fans (EFs)

The exhaust fans are either standalone or work in conjunction with an associated AHU/RTU. They're typically controlled through the BMS when associated with an AHU/RTU and operate manually when standalone.

It is recommended that general maintenance and controls work be performed on existing rooftop exhaust fans at Schaghticoke Middle School. Various belts and pulleys were observed loose or damaged. These issues should be repaired to restore fans back to operating conditions.

A maintenance schedule for exhaust fans should be created to keep fans in operable conditions.

Conclusions:

Summary: Building systems and equipment are consistent with a building/equipment of this age. The units are beyond their service life and are not fully integrated with the BMS. The AHUs located inside the school would be difficult to remove, making replacement much more labor and cost intensive. **As such, service and BMS integration is recommended for these units.** Additionally, a small number of exhaust fans require service to return them to operable condition. Service and maintenance of the exhaust fans is actively being worked on by the school's facilities department.

New Milford High School

School Description

New Milford High School is a three-story building totaling 285,000 square feet.

Air Handling Units (AHUs), Return Air Fans (RAFs), and Exhaust Fans (EFs)

The AHUs provide all the outside and conditioned air to the school. Downstream of the AHUs are VAVs with hot water reheat coils. Each AHU also has an associated return fan which operates concurrently. In addition to these systems, there are also exhaust fans that serve a variety of spaces including kitchen areas, toilets, and mechanical rooms. All systems reviewed were controlled through the building management system with the exception of fans controlled by the end user (kitchen, kiln, paint hood).

Exhaust Fans (EFs)

There are 32 exhaust fans listed as serving New Milford High School, with a variety of controls. Majority of the school's exhaust fans are integrated with the BMS and can be viewed / manipulated from the BMS head end workstation. These fans are assumed to be newer and in good condition, but many could not be verified during our on-site assessment. Exhaust Fans on the roof were assessed and operationally tested. General maintenance should be performed on all existing fans, and a maintenance schedule for exhaust fans should be created to keep fans in operable conditions.

Conclusions:

Summary: Building systems and equipment are consistent with a building/equipment of this age. This schools' controls platform is more advanced than the other schools benefiting the school with use of BMS for review, servicing, adjustments, etc. Overall, the equipment at New Milford High School is in serviceable condition.



DECEMBER 2024 FUNDRAISING REPORT

DEPT	EVENT	FUNDS USE
<u>NMHS</u>		
Unified Buddies	Valentines Day Goody Bags	Unified Buddies Scholarship
Key Club	Savers Fund Drive-Clothing/Housewares	Fund Future Service Projects
Girls Swim Team	Snapraise	Fund Senior Gifts/Banquet
Math Honor Society	Tape a Teacher to the Wall	MHS Scholarship Fund
Class of 2027	Sale of Candy Grams	FundClass of 2027 Events
FBLA	Sale of Double Good Popcorn	Defray Costs for State/National Competition
Class of 2026	Bake Sale	Offset Costs of Senior Activities
DECA	Elf Movie Night	Offset Costs of DECA Competition
Class of 2027	Sale of Cinnabons	Offset Costs of Prom & Banquet
Girls Basketball	Snapraise	Cover Summer League and Shooting Shirts
<u>SMS</u>		
Leo Club	Collecting Items/Gift Cards for Camella's	Donate to Camella's Cupboard
Drama Club	Tickets to A Christmas Carol	Offset Cost of Drama Club
Leo Club	San & Bottle Drive	Raise money for student with Neuroblastoma
<u>HPS</u>		
PE Department	Kids Heart Challenge	Proceeds to Kids Heart Health

DONATIONS

SMS received a donation of \$6,904 from the Battell-Stoeckel Music Trust Grant to be used for Instrument Purchases.
 SMS received a donation of \$3,096 from the Battell-Stoeckel Music Trust Grant to be used for music chairs for Chorus.
 NES received a donation of \$1035.13 from the Battell-Stoeckel Music Trust Grant to be used for Instrument Purchases.
 SNIS received a donation of \$9,930.68 from the Battell-Stoeckel Music Trust Grant to be used for Instrument Purchases.



Battell-Stoeckel Music Trust

November 22, 2024

Schaghticoke Middle School (Orchestra)
c/o Scott Mason
25 Sunny Valley Road
New Milford, CT 06776

Re: Battell-Stoeckel Music Trust – Grant Award

Dear Mr. Mason:

We are pleased to share with you that the Trustees of the Battell-Stoeckel Music Trust would like to award Schaghticoke Middle School (Orchestra) a grant of \$6,904.00. Congratulations!

The enclosed check is to be used for instrument purchases for Orchestra at Schaghticoke Middle School (Orchestra) as outlined in your application submitted to us on September 30, 2024. **By accepting this check, you agree to fulfill the items outlined in your application and comply with the terms in the enclosed Grant Terms Overview.** Please do not hesitate to reach out, via email at musictrust@torringtonsavings.bank, if you have any questions.

Thank you for your commitment to musical arts within Litchfield County and helping to ensure the Donor's wishes are fulfilled.

Sincerely yours,

Trustees of Battell-Stoeckel Music Trust

Enclosure

Grant Terms Overview

Organization: Schaghticoke Middle School (Orchestra)

Purpose: Instrument purchases for Orchestra

Amount: \$6,904.00

Grant Period: 2024-2025 Academic Year

By accepting the enclosed grant funding, Schaghticoke Middle School (Orchestra):

A. Agrees to:

- i. Expend all grant funds within the grant period for the purposes outlined in the application.
- ii. Provide a brief email summary describing the use of funds to the Trustees of the Battell-Stoeckel Music Trust, at the following email address:

musictrust@torringtonsavings.bank

B. Agrees NOT to:

- i. Use the funds for anything other than fulfilling items outlined in the grant application.
- ii. Speak on behalf of the Battell-Stoeckel Music Trust - only a Trustee of the Trust is authorized to do so. The Trust will also not speak on your behalf.
- iii. Use the Battell-Stoeckel Music Trust logo or materials for anything other than to promote the grant we have provided to you.

C. Certifies that it is a qualifying government agency, exempt from paying federal and state taxes.

D. Acknowledges that the Battell-Stoeckel Music Trust may terminate this grant, if it discovers that Schaghticoke Middle School has misused, or plans to misuse funds, and require Schaghticoke Middle School to return the funds.

Have a question? We can help! Reach out at: musictrust@torringtonsavings.bank.

Torrington Savings Bank
129 Main Street
Torrington, CT 06790
United States

Memo: Instrument Purchases

56362

11/22/2024

Pay To The
Order Of Schaghticoke Middle School

\$6,904.00

*** Six Thousand Nine Hundred Four Dollars and 00/100 ***

Schaghticoke Middle School
25 Sunny Valley Road
New Milford, CT 06776

⑈ 56362⑈ ⑆ 211174165⑆ 809000072⑈

Torrington Savings Bank

56362

Stoeckel Trust U/A

\$6,904.00

11/22/2024

Schaghticoke Middle School
25 Sunny Valley Road
New Milford, CT 06776

2024 Battell-Stoeckel Music Trust Grant

Instrument Purchases

Form 511-BL

Grant Terms Overview

Organization: Schaghticoke Middle School (Chorus)

Purpose: 43 Musician Chairs for Chorus students

Amount: \$3,096.00

Grant Period: 2024-2025 Academic Year

By accepting the enclosed grant funding, Schaghticoke Middle School:

A. Agrees to:

- i. Expend all grant funds within the grant period for the purposes outlined in the application.
- ii. Provide a brief email summary describing the use of funds to the Trustees of the Battell-Stoeckel Music Trust, at the following email address:

musictrust@torringtonsavings.bank

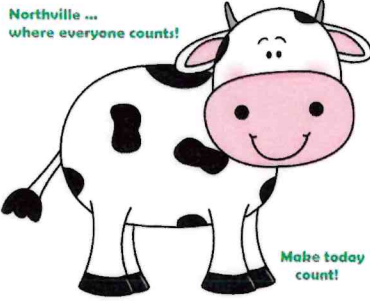
B. Agrees NOT to:

- i. Use the funds for anything other than fulfilling items outlined in the grant application.
- ii. Speak on behalf of the Battell-Stoeckel Music Trust - only a Trustee of the Trust is authorized to do so. The Trust will also not speak on your behalf.
- iii. Use the Battell-Stoeckel Music Trust logo or materials for anything other than to promote the grant we have provided to you.

C. Certifies that it is a qualifying government agency, exempt from paying federal and state taxes.

D. Acknowledges that the Battell-Stoeckel Music Trust may terminate this grant, if it discovers that Schaghticoke Middle School has misused, or plans to misuse funds, and require Schaghticoke Middle School to return the funds.

Have a question? We can help! Reach out at: musictrust@torringtonsavings.bank.



NORTHVILLE ELEMENTARY SCHOOL

22 Hipp Road New Milford, CT 06776
Phone: (860) 355-3713 Fax: (860) 350-4234
www.newmilfordps.org

Mrs. Gwen Gallagher
Principal

Mrs. Shannon Surreira
Assistant Principal

November 25, 2024

Dear Dr. Parlato,

Please see the attached email from the Battell-Stoeckel Music Trust. They have gifted our music teacher, Mrs. Amelia Bellardinelli, a check in the amount of \$1,035.13, for the replacement of classroom instruments. We are excited to use this funding to purchase the elementary percussion instruments that include jingle taps, cabasa, guiro shaker, and snare drum.

Sincerely,

A handwritten signature in black ink that reads "Mrs. Gwen Gallagher".

Mrs. Gwen Gallagher
Principal

RECEIVED

NOV 25 2024

**NEW MILFORD SCHOOLS
SUPERINTENDENTS OFFICE**



Parlato, Janet CO Superintendent <parlatoj@newmilfordps.org>

Music Grant

1 message

Lewis, Kathleen SNIS Secretary <lewisk@newmilfordps.org>

Tue, Dec 10, 2024 at 11:58 AM

To: "Parlato, Janet CO Superintendent" <parlatoj@newmilfordps.org>

Cc: "Cornelis, Jane Secretary for Transportation and Purchasing" <cornelisj@newmilfordps.org>, "White, Teresa SNIS Teacher - Music" <whitet@newmilfordps.org>, "Bilko, Anne" <bilkoa@newmilfordps.org>

To: Dr. Janet Parlato, Superintendent

From: Teresa White, Instrumental Music Teacher SNIS

Date: December 10, 2024

Re: Battell-Stoeckel Grant for Musical Instruments

Dr. Parlato,

Sarah Noble Intermediate School was awarded a grant of \$9,930.68 from the Battell-Stoeckel Music Trust. The grant is intended for the purchase of new musical instruments for SNIS during the 2024/2025 school year.

Using these funds we will purchase these, or similar, new musical instruments:

12 Franz Hoffman Violins

2 Yamaha Standard Flutes

3 Bach Student Trumpets

1 Prelude Alto Saxophone

The instruments will be used by SNIS band, orchestra, and/or jazz band.

--

Kathleen Lewis

Secretary to the Principal

Sarah Noble Intermediate School

25 Sunny Valley Road

New Milford, CT 06776

860-210-4020 x301

Fax: 860-210-4030



**Battell-Stoeckel
Music Trust**

November 22, 2024

Schaghticoke Middle School (Chorus)
c/o Diana Beddows
25 Sunny Valley Road
New Milford, CT 06776

Re: Battell-Stoeckel Music Trust – Grant Award

Dear Ms. Beddows:

We are pleased to share with you that the Trustees of the Battell-Stoeckel Music Trust would like to award Schaghticoke Middle School (Chorus) a grant of \$3,096.00. Congratulations!

The enclosed check is to be used for 43 Musician Chairs for Chorus students at Schaghticoke Middle School (Chorus) as outlined in your application submitted to us on September 13, 2024. **By accepting this check, you agree to fulfill the items outlined in your application and comply with the terms in the enclosed Grant Terms Overview.** Please do not hesitate to reach out, via email at musictrust@torringtonsavings.bank, if you have any questions.

Thank you for your commitment to musical arts within Litchfield County and helping to ensure the Donor's wishes are fulfilled.

Sincerely yours,

Trustees of Battell-Stoeckel Music Trust

Enclosure

ORIGINAL CHECK HAS A COLORED BACKGROUND, VOID PANTO & A HEAT SENSITIVE ICON. SEE BACK FOR DETAILS

Torrington Savings Bank
129 Main Street
Torrington, CT 06790
United States

Memo: 43 musician chairs for Chorus

56361
11/22/2024

Pay To The
Order Of Schaghticoke Middle School

\$3,096.00

*** Three Thousand Ninety-Six Dollars and 00/100 ***

Schaghticoke Middle School
25 Sunny Valley Road
New Milford, CT 06776

Chorus

⑈ 56361 ⑈ ⑆ 2111741651 ⑆ 8090000721 ⑈

Torrington Savings Bank

56361

Stoeckel Trust U/A

\$3,096.00

11/22/2024

Schaghticoke Middle School
25 Sunny Valley Road
New Milford, CT 06776

2024 Battell-Stoeckel Music Trust Grant
43 musician chairs for Chorus