

**Please Note: These minutes are pending Board approval.  
Board of Education  
Newtown, Connecticut**

Minutes of the Board of Education meeting held on September 6, 2022, 7:00 p.m. in the Reed Intermediate School Library, 3 Trades Lane.

D. Zukowski, Chair	C. Melillo
J. Vouros, Vice Chair	A. Uberti
D. Ramsey, Secretary	T. Vadas
D. Cruson	4 Staff
J. Kuzma	30 Public
J. Larkin	
A. Plante	
K. Kunzweiler	
D. Godino	

Ms. Zukowski called the meeting to order at 7:05 p.m.

Item 1 – Pledge of Allegiance.

Item 2 – Consent Agenda:

MOTION: Mr. Cruson moved that the Board of Education approve the consent agenda which includes the correspondence report. Mrs. Kuzma seconded. Motion passes unanimously.

Item 3 – Public Participation

Item 4 – Reports

Chair Report: Ms. Zukowski spoke about Convocation and that Mr. Melillo rode a school bus in the morning on the first day. She welcomed our student representatives and the Board.

Superintendent's Report: Mr. Melillo spoke about the opening of school and was impressed with the Sandy Hook drop offs and pickups with some delays at the high school due to construction and parent pickup. We opened the rear entrance for faculty. He rode a bus the first day with a driver who just finished 50 years of driving school buses. He went to the middle school to observe a Project Adventure lesson. Convocation was a huge success and Amy Deeb spoke eloquently. We also recognized staff who were starting their 25<sup>th</sup> year in Newtown.

Committee Reports:

Mrs. Kuzma reported that the Social Emotional Health and Wellness Committee met last Friday and discussed the health and wellness policy and agreed to send it back to the Policy Committee. We also discussed a district wide health and wellness week. Anne Dalton will set up a committee with staff to discuss it further.

Mr. Cruson noted that the Policy Committee met last week and reviewed the health assessment and immunization policy. Also discussed was the bullying and intervention policy and asked Mr. Melillo to add what he feels he would like for the policy. We considered making changes in the communicable disease policy and about adding links to our policies for reference. We discussed the CABE policy services versus Shipman and Goodwin's service and are waiting for more information.

Mr. Ramsey attended a Project Adventure activity at the middle school as well as the open house which was very well run.

Mrs. Larkin spent time at Sandy Hook School with Dr. Gombos and observed Hawley and Sandy Hook students. The transition was going great.

Mrs. Plante spent time with Dr. Kitching at EdAdvance and attended their board meeting. She was excited about their Workplace and the possibility of using it.

Mr. Cruson noted that Head O'Meadow had a lot of work done over the summer including a new gym floor and carpet in the lobby. They also have preschool for this year.

**Student Representatives Reports:**

Ms. Kunzweiler thanked the Board for welcoming her and Dan and they looked forward to being the Board's student representatives. On August 23 the Link Crew welcomed freshman and ended with an ice cream social. On August 26 several members of the National Honor Society volunteered for the Kindergarten bus run. That evening, the marching band and color guard held their "Under the Lights" performance.

Mr. Godino noted that fall sports were kicking off and football had a triumphant first scrimmage. Students participated in the Labor Day Parade along with the marching band and several student organizations.

**Summer Work in the Schools:**

Bob Gerbert reviewed the summer maintenance activity in the schools. Hawley is underway with the HVAC project with everything going smoothly and on schedule. Middle Gate School had flooring and carpeting projects. Head O'Meadow had carpet replacement, refinished the gym floor, and did some work near the preschool area. At Reed we replaced the upper floor carpeting and there was HVAC duct cleaning. At the middle school we replaced the sidewalk by the health suite and C-wing, painted the A-wing gym along with brick repointing and sill repairs. At the high school we replaced the carpet in the Lecture Hall, flooring in A108 and A110, new turf in the field in the rear of the school, and replaced damaged plywood on the stage. The field is almost finished and will be ready for use in the coming weeks. We also did smaller project in the schools. Mr. Gerbert couldn't say enough about the effort by our staff. He thanked our summer helpers who also helped the movers at Hawley School.

**Item 5 – Old Business**

**Strategic Plan Proposal:**

MOTION: Mr. Cruson moved that the Board of Education approve the Strategic Planning Proposal. Mrs. Kuzma seconded. Motion passes unanimously.

**CIP:**

Mr. Gerbert noted that the CIP was sent to our sub-committee and not a lot has changed. Changes were made to costs for the Head O'Meadow A/C project and the other item was positioning the Reed chillers from replacement to rebuild. Things just shifted up a year.

MOTION: Mr. Cruson moved that the Board of Education approve the CIP. Mrs. Kuzma seconded. Motion passes unanimously.

**Second Read of Policies:**

MOTION: Mr. Cruson moved that the Board of Education rescind Policy 4-610 Occupational Exposure to Blood Borne Pathogens. Mrs. Larkin seconded. Motion passes unanimously.

MOTION: Mr. Cruson moved that the Board of Education approve Policy 5141.3 Health Assessments and Immunizations. Mrs. Larkin seconded. Motion passes unanimously.

**Item 6 –New Business**

**District Highlights:**

MOTION: Mr. Cruson moved that the Board of Education approve the Board of Education District Highlights Volume 2, Issue 3. Mrs. Kuzma seconded.

Mr. Ramsey encouraged the public to read over the highlights as it's a colorful and interesting publication. The SMORES program allows us to see how many read it. Motion passes unanimously.

DEI Coordinator Job Description:

Ms. Zukowski said that she and Mr. Melillo agreed that approval of the job description is not in the purview of the Board. She asked for a discussion on how the Board can be involved. Mr. Cruson said the DEI sub-committee reviewed this job description and felt good about it.

Mrs. Plante noted that they had a robust discussion at the committee level and felt it made sense. They want Mr. Melillo and Mrs. Uberti to fill this position and is eager for them to go forth and do that.

Mrs. Larkin agreed about the importance of the position and getting it filled but doesn't want to sacrifice not having it done the right way. We need a process discussion and look back at the last year and see what did and didn't work. She doesn't think job descriptions should come to the Board. We should ask the subcommittee to look at some of the work that leads up to writing the job description. Whoever is in the position needs to be set up for success and a clear path on what they should accomplish.

Mr. Melillo said there is a lot of misinformation on what DEI is or isn't. The sub-committee is a good place to set goals. The work has been politicized but it's about good instruction for all students. We can put a meeting together to do this work.

Mrs. Plante agreed and while the committee should look at the goals and objectives, she would not want that to be a blocker to fill the position.

Mr. Melillo suggested a special meeting of the DEI sub-committee to get this done quickly and move forward. Even finding Mr. Johnson was difficult. For whoever you bring in from the outside, there will be a learning curve. If we have an educator who already knows the community and knows pedagogy it would be a much quicker impact on the district.

Mrs. Uberti stated that she was here when the previous job description was written. We worked with a consultant and knew that certain skills were required and she and Dr. Purcaro worked closely with Mr. Johnson the past year. Working with him, we changed what we needed as a district. The revised job posting is an attempt to do that. The goals and objectives are already in the job description. We can do this pretty quickly and it can happen concurrently. We don't know who will apply as it still could take longer so we would like it posted.

Mrs. Larkin felt we should understand our definition of DEI and if there are more things we can be doing not seen in the job description. She wants the full Board to know what the goals and objectives are to ensure our families that everything is included.

Mrs. Kuzma agreed because we never saw a definition of DEI we need to see the goals and objectives.

Mr. Vouros said we are not voting on a job description and agreed that the process should move forward and incorporate the goals and objectives for the Board to see.

Mr. Melillo said most communities struggle with the unknown. He doesn't want to create a program that isn't rock solid that the community doesn't know about. The job description has many of the goals. We need to provide the foundational work and wants the public to know exactly what we need to provide for the students.

Mrs. Plant said she will coordinate a special DEI committee meeting to cover the definition of DEI, the goals and objectives, and any thoughts Mr. Melillo has on how we quantify our progress.

Mrs. Larkin noted that we have a \$100,000 ARP Grant for students who need services. We should also provide outcomes from the DEI work.

Mr. Cruson doesn't feel it is appropriate to vote on goals and objectives and they should just be discussed.

Mr. Ramsey feels because this is not a normal teaching position the goals and objectives should be reviewed by the Board.

Mrs. Plante agreed with the process but wants to avoid getting too far into the school year without having the position.

Mrs. Larkin said with no one in this position, DEI still goes on. She asked if there are resources or supports for teachers and what will not be taking place.

Mr. Melillo said Mr. Johnson did a lot of foundational work in the schools. We have DEI liaisons in each school so it's being done. It is entrenched in Newtown and we can support it in other ways if we have to.

MOTION: Mrs. Kuzma moved to charge the DEI committee with reviewing and documenting prior practices and create a list of goals and objectives to bring to the full Board prior to the job posting. Mr. Ramsey seconded.

MOTION: Mr. Cruson moved to amend the motion to add "including superintendent and assistant superintendent" in the charge. Mr. Ramsey seconded. Motion passes unanimously.

MOTION: Mrs. Larkin moved to amend the motion to change "practices" to "activities." Mrs. Plante seconded. Motion passes.

MOTION: Mrs. Plante moved to amend the motion to add the deadline of September 30 to bring the posting to the full Board. Mr. Vouros seconded.

After a discussion, Mrs. Plante rescinded her amendment.

MOTION: Mrs. Plante moved to amend the motion to add the deadline of September 20 to bring the posting to the full Board. Mr. Vouros seconded. Motion passes unanimously.

MOTION: Mrs. Kuzma moved to charge the DEI committee, including the superintendent and assistant superintendent, with reviewing and documenting prior activities and create a list of goals and objectives to bring to the full board prior to the job posting by September 20. Mr. Ramsey seconded. Motion passes unanimously.

First Read of Policies:

Mr. Cruson spoke about the following policies.

Policy 51242.23 Communicable Diseases has new language about masks.

Policy 4118.237/4218.236/5141.8 Face Masks is to be rescinded. We are in violation at the moment because it states we are required to wear masks in school and on buses.

Ms. Zukowski asked if it would make sense to suspend this policy for the month.

MOTION: Mr. Cruson moved to suspend, per Board policy, Policy 4118.237/4218.236/5141.8 until September 30. Mrs. Plante seconded. Motion passes unanimously.

Policy 4118.13 Conflict of Interest which is new and recommended by C.A.B.E.

Mrs. Plante asked the rationale for removing the amount of \$25.  
Ms. Zukowski suggested bringing this policy back to the committee for review.

Policy 4118.211Retaliation and Whistleblowing. This and the previous policy were also discussed with the HR Director.

Minutes of August 23, 2022:

MOTION: Mr. Cruson moved that the Board of Education approve the minutes of August 23, 2022. Mr. Ramsey seconded. Motion passes unanimously.

Item 7 – Public Participation

Linda O’Sullivan 10 Farmery Lane, spoke about the definition of DEI and read part of the Board policy on equity and diversity.

Nerlande Foote, 14 Bears Hill Road, spoke about the BOE commitment to DEI. She trusts our superintendent and assistant superintendent and wished them the best in their search for the DEI Coordinator.

Jessica Velasco, 103 Brushy Hill Road, referred to Board policy 0523 on equity which the first person read. She spoke about Mr. Johnson and how he supported her family and others.

Meg Armin, 11 Whitewood Road, spoke about what happens because our children don’t have exposure to those who are different from them.

MOTION: Mr. Vouros moved to adjourn. Mr. Cruson seconded. Motion passes unanimously.

Item 8 – Adjournment

The meeting adjourned at 8:53 p.m.

Respectfully submitted:

---

Donald Ramsey  
Secretary

Correspondence Report  
08/23/2022 – 09/05/2022

Date	Name	Subject
08/23/2022	Melillo, Chris	Fwd: Updated Strategic Plan Proposal
08/24/2022	Kiley Gotts...	BOF 8-25-22 Agenda
08/25/2022	Zukowski, D...	Draft of Board of Education Welcome Speech for Convocation
08/25/2022	Hiscavich, ...	2022-23 Event Caender
08/26/2022	June, Kathy	Strategic Plan Presentation
08/26/2022	crrad@comcast	Notice of a Threat of physical violence/murder/rape made by Newtown High Student Athletes
08/28/2022	Melillo, Christopher	August 28 – Superintendent’s Sunday Update
08/28/2022	Zukowski, De...	August 28, 2022 Week in Preview
08/30/2022	crrad@comcast...	RE: Notice of Threat of physical violence/murder/rape/by Newtown High Student Athletes
08/31/2022	Alison Plante	Sharing a podcast
09/01/2022	Melillo, Christoh...	Greenwich AP
09/01/2022	Melillo, Christ...	Fwd: EdAdvance Annual Meeting
09/02/2022	June, Kathy	BOE Mailing – September 6, 2022
09/02/2022	Melillo, Christopher	Girls Soccer Update
09/04/2022	Melillo, Christopher	September 4 <sup>th</sup> – Superintendent’s Sunday Report
09/04/2022	Zukowski, Deborra	September 4, 2022 Week in Preview

TO: Chris Melillo, Superintendent  
FROM: Suzanne D'Eramo, Director of Human Resources  
RE: Superintendent's Report – Staffing Update for JULY/AUGUST 2022  
DATE: Sept. 2, 2022

---

## **JULY/AUGUST 2022**

### **CERTIFIED RETIREMENTS:**

Tom Einhorn – effective 8/30/22

### **CERTIFIED RESIGNATIONS:**

Sabina Rea – HAW grade 2

Maria Ruscitti – NHS graphics

Gina Shanahan – HAW grade 1

### **CERTIFIED NEW HIRES:**

#### ADMIN

Christopher Melillo – Superintendent of Schools

Kara DiBartolo – Director of Teaching & Learning

Brian Walsh – NMS Assistant Principal

#### TEACHERS

Christian Allen – MGS grade 3

Sarah Annesley – HAW grade 3

Linda Baron – MGS Project Challenge (retiree returning as .4 teacher)

Laura Bautista Casaos – NHS Spanish

Jessica Boxer – HAW grade 1

Ellen Calcovecchio – RIS SPED

Patricia Campos – District ESL teacher

Nicole Dannen – NHS SPED

Adriana Dora – HAW grade 4

Dana Fusco – HAW grade 2

Caitlin Granucci – NHS SPED

Meredith Hallgren – HOM grade 2

Christie Kelly – MGS grade 2

Ariana Leggio – MGS grade 2

Kimberly Lockwood – NHS biology

Caitlin McLarnon – HAW school psychologist

Megan Memoli – MGS PE (.5)

Geri O'Sullivan – NHS chemistry (.5)

Cristiano Pereira – HAW/HOM elementary Spanish

Bree Prezioso – RIS/NMS school psychologist

Tone Saether – NHS SPED

Justin Thomas – NHS biology

Andrew Tremaglio – NMS LA grade 7

Annette Womack – NHS art

### **CERTIFIED OPEN POSITIONS:**

NHS – SPED

**ADDITIONAL DISTRICT HIRING NOTES:**

Here is a recap of all certified/non-certified staff who began working in July/August:

Building subs/LT subs = 12

Paraeducators = 4

BTs = 3

Tutors = 1

Nurses = 1

Security Officers = 3

Secretaries = 3

Newtown Early Learning Center (NELC) = 3

Coaches = 5

Student employees = 7

Of the 67 newly hired employees, 8 indicated a diverse ethnicity or race other than white. This equates to a total of 12% broken down as follows:

Asian = 1

Black/African American = 2

Hispanic = 5



## Partners for Educational Leadership

**To: Chris Milello, Superintendent, Newtown Public Schools**  
**From: Jerome R. Belair, Director of Partnerships, Partners for Educational Leadership**  
**RE: Strategic Planning Proposal**  
**Date: August 3, 2022**

It was a pleasure to discuss your vision for the Newtown Public Schools last week, and I'm confident that Partners for Educational Leadership (PEL) can provide you the services you seek. Specifically, we can help facilitate a process that produces a powerful strategic plan that can provide the clarity, direction, and focus you seek.

Based on our conversation, the outcomes of this process are, as follows:

- A sound planning process that engages the stakeholders you identify and that supports legitimacy in your community. This process will include:
  - A needs assessment
  - A visioning process that examines and imagines the future in which we are graduating students
  - A communications and feedback strategy
- A comprehensive strategic plan with key elements:
  - Mission statement describing the core business of the district
  - Vision statement describing the aspirations of the district
  - Core values that communicate what you stand for as an educational community
  - A portrait of the graduate that communicates the knowledge, competencies and dispositions students will possess when they complete their school experience
  - A small number of improvement goals, most likely tied to priorities already identified
  - An articulation of the strategic work that the district must accomplish to reach the goal
  - A holistic collection of measures and metrics that help you monitor your progress over time

In what follows, I offer a description of PEL, our approach, the scope of work, a proposed budget, and references.

I look forward to fielding any and all of your questions.



Partners for Educational Leadership

**PARTNERS FOR EDUCATIONAL LEADERSHIP  
PROPOSAL to  
NEWTOWN PUBLIC SCHOOLS  
DEVELOPMENT of a STRATEGIC PLAN for 2022-2027**

Partners for Educational Leadership has deep experience and expertise in facilitation, strategic planning, and helping districts align their goals to realize visionary Portraits of the Graduate. We bring decades of experience, a deep understanding of the context of Connecticut public schools, and a commitment to helping districts realize their theories of action.

**I. General Information**

Partners for Educational Leadership is a non-profit organization. It was established in 1994 by the William Caspar Graustein Memorial Fund and became an independent 501(c)(3) organization in 1999.

PEL supports comprehensive preK-12 educational reform through a system-wide, integrated approach focused on improving instructional practice and building leadership at all levels, from parents to superintendents. PEL builds the capacity of school districts through technical assistance and coaching. PEL's staff acts as advisors, thought partners, coaches, and critical friends to superintendents, assistant superintendents, senior district leadership, principals, and other staff members. PEL helps district leaders develop systemic thinking, generate theories of action, employ coherent strategies, align resources, develop and support effective leadership teams, ensure accountability, engage stakeholders, and sustain improvements. It develops the leadership practice of superintendents, central office staff, principals, teachers and parents through professional development programs, coaching, and communities of practice.

Over the last two decades, PEL has partnered with numerous districts and organizations to facilitate the development of strategic plans, conduct systems reviews, and lead community engagement. PEL has developed numerous tools and resources for guiding thoughtful and innovating strategic planning processes, even facilitating workshops that train educational leaders in how to design and implement strategy so that it improves student learning and outcomes. We are adept at designing and facilitating consensus-based planning, facilitating large convenings with diverse stakeholders, gathering and utilizing data and evidence to inform organizational decision-making. We also possess expertise and experience in budgeting and communications.

PEL's exceptional team brings over 200 years of professional educational experience to our work with districts. Collectively, we have held positions of superintendent, assistant



## Partners for Educational Leadership

superintendent, principal, teacher, instructional coach, university professor, and policy advocate. In addition, we have worked in and with a wide range of districts, from small suburban to large urban systems.

PEL's work has been highlighted in national educational publications, including the *Journal of Staff Development*, *Kappan Magazine*, *Ed Leadership*, the National Staff Development Council's *The Learning Professional*, *ASCD Express*, and the Annenberg Institute for School Reform's *Voices in Urban Education*. PEL's work was showcased in the book *Instructional Rounds in Education: A Network Approach to Improving Teaching and Learning* published by the Harvard Education Press. The team has written about a wide range of district improvement topics, including strategic planning and strategy implementation, large-scale instructional improvement, systems change, equity, executive coaching, and leadership.

Partner's for Educational Leadership  
151 New Park Avenue, Suite 15  
Harford, CT 06106  
(860) 586-2340  
[www.partnersforel.org](http://www.partnersforel.org)

## II. Consultant Qualifications and Roles

PEL includes a talented team of educators, all with deep experience and expertise in strategic planning. We typically work with clients to identify the most ideal match for the lead service provider. Below are biographies of the likely lead providers.

### **Isobel Stevenson, Director of Organizational Learning**

Isobel joined PEL in 2013. Prior to coming to Connecticut, Isobel was Chief Academic Officer for a Denver metro area district, where she supervised the instructional program for the district. Before moving to a central office position, Isobel was a principal in Colorado and a middle school assistant principal; a curriculum coordinator, and taught high school special education and social studies. She also served on the AP Committee of the College Board for AP Geography and was a consultant for National Geographic. Isobel has taught in three different principal preparation programs: University of Denver, San Jose State University, and UConn. Isobel holds an undergraduate degree from Oxford University, a Masters in Special Education, and completed the graduate program in educational leadership at The University of Texas at Austin to obtain her principal's license. She has a Ph.D. in human and organizational systems from Fielding Graduate University. She also holds a certificate in Evidence-Based Coaching and is a Professional Certified Coach. Isobel has published articles in *ASCD Express*, *The Learning Professional*, and *The Kappan*. Isobel's work at PEL includes leadership coaching and



## Partners for Educational Leadership

training coaches; strategic planning and improvement; and supporting instructional improvement. Isobel writes the Coaching Letter, a letter to coaches and leaders about human and organizational development.

istevenson@partnersforel.org

(860) 576-9410

### **Jerry Belair, Program Coordinator**

Jerry joined PEL after 39 years in public education, including serving as superintendent in Waterford and Weston. Earlier in his career, he served as assistant superintendent in Southington and as principal of a nationally-recognized Blue Ribbon Middle School during his 16 years in East Lyme. Under his leadership, Weston High School was ranked as the top high school in Connecticut and in the top 1 percent of high schools in the country by *US News and World Report*. In 1997, Jerry was recognized by the New England League of Middle Schools for his distinguished service in advancing middle-level education. He served as president of NELMS and on the board of the National Middle School Association. Jerry served as a contributing editor to the monthly *National Middle School Journal* and published a chapter in *"Becoming a Middle School: A Successful Transition."* He holds a bachelor's degree from Georgetown University, advanced degrees from the University of California, Berkeley and Southern CT State University, and is an adjunct professor at UConn. Jerry co-facilitates the SIIP Network of Assistant Superintendents and supports instructional improvement for all students, facilitates the development of leadership teams, coaches, leaders and advances systemic improvement.

jbelair@partnersforel.org

(860) 941-8161

### **Richard Lemons, Executive Director**

Richard brings over 25 years of experience to PEL, formerly serving as a classroom teacher, literacy coach, change coach, researcher, policy advocate and university professor. Regardless of the role, Richard's professional career is defined by a commitment to the large-scale improvement of instruction and leadership aimed at bringing about more equitable outcomes for young people. Richard earned a bachelor's degree in political science from North Carolina State University, and master's and doctorates in administration, planning, and social policy from Harvard. Richard co-authored *Change Leadership: A Practical Guide to Transforming our Schools* with his colleagues at the Harvard Change Leadership Group. He has published numerous book chapters and articles in periodicals including *Kappan*, *Journal of Staff Development*, *ASCD Express*, *Voices in Urban Education (VUE)*, and *Education Canada*. Richard also serves as a faculty member for Yale University's Education Studies Program. In addition to working with the board to provide leadership for PEL, Richard helps facilitate the Superintendents' Network, teaches in the annual Equity Institute, and works closely



with numerous district clients on strategic planning, central office transformation, and capacity and coherence audits.

rlemons@partnersforel.org

(202) 536-6119

**III. Work Plan with Proposed Timelines, Deliverable, and Budget**

PEL prefers to work closely with each district to tailor a process specific to the local context. Below is a general approach we have used in multiple settings and believe could be adjusted to Newtown with your input.

Phase and Proposed Timeline	Summary of Work	Deliverable	Cost
<p>1. Clarify Partner Expectations and Preferences</p> <p>September 2022/ October 2022</p>	<p>PEL will meet with the superintendent and board (as necessary) and any other designated parties to discuss:</p> <ol style="list-style-type: none"> <li>1. the scope of work in detail: clarify the timeline, groups to work with, tools to utilize, and desired structure of the final product, etc.</li> <li>2. logistical details necessary to deliver the final product on time.</li> <li>3. representative stakeholders to participate in the strategic planning process.</li> <li>4. the current Vision, Mission, and Portrait of the Graduate statements</li> </ol> <p><i>Includes: Coordinating calls, redrafting of scope of work, meeting with Board of Education</i></p>	<p>Written agreements on the process, timeline and deliverables. Adjustments/ revisions to guiding documents</p>	<p>\$0</p>
<p>Conduct Needs Assessment</p> <p>November 2022</p>	<p>PEL will construct a survey and work with Newtown leadership to administer the survey in order to secure the input and perspective of the entire stakeholder community.</p> <p>PEL will work with a designated group of stakeholders to review artifacts, available data and evidence, and perceptions to</p>	<p>Written summary of needs assessment results</p>	<p>\$10,000</p>



	<p>identify:</p> <ol style="list-style-type: none"> <li>1. Strengths</li> <li>2. Weaknesses</li> <li>3. Opportunities</li> <li>4. Threats</li> <li>5. Unique Contextual Factors that Must Inform the Direction of the District</li> </ol> <p><i>Includes:</i> Creation of a district-specific survey, coordination with district leaders to identify dissemination strategies to ensure a large and diverse survey yield, development of a facilitation plan, facilitation of initial stakeholder task force meeting to review data and conduct needs assessment, summary of findings, coordinating calls with district leaders</p>		
<p>Craft Core Documents</p> <p>December 2022-January 2023</p>	<p>PEL will work with a designated group of stakeholders and the board to review existing organizational artifacts and edit/craft the pillar documents of a strategic plan, including but not necessarily limited to:</p> <ol style="list-style-type: none"> <li>1. Mission</li> <li>2. Vision</li> <li>3. Core Values</li> <li>4. Portrait of the Graduate</li> </ol> <p><i>Includes:</i> Analysis of survey data, coordinating/planning calls with district leaders, collection of input from board members, development of a facilitation plan, facilitation of multiple stakeholder meetings to gather input, craft drafts and ratify proposed mission, vision, core values, and portrait drafts. This body of work covers multiple meetings and will deliver the majority of plan components.</p>	<p>Written articulations of the mission, vision and core values.</p>	<p>\$20,000</p>
<p>Identify Goal Areas and Measures</p>	<p>PEL will work with a designated group of stakeholders to identify a small number of goal areas as informed by the mission,</p>	<p>Identification of goal areas</p>	<p>\$5,000</p>



February 2023	<p>vision, core values and the needs assessment.</p> <p>Includes: Development of facilitation plan, facilitation of stakeholder meetings to identify and refine goal areas</p>		
Identify Improvement Strategies	<p>PEL will work with designated group of stakeholders to identify evidenced-based, practice-tested strategies aligned to the goal areas.</p> <p><i>Includes:</i> Development of facilitation plan, facilitation of stakeholder meetings to identify strategies aligned to goal areas, vetting of strategies against research of known effective practices.</p>	Identification of aligned strategies	\$5,000
Finalize Plan Framework May 2023	<p>PEL will work with the designated of stakeholders to edit, review and ensure coherence of the entire plan, which will include a 5-year strategic vision for the district and include: (1) mission, vision, and core values, (2) Goals, and (3) Measures.</p> <p><i>Please note: PEL is not a communications firm that specializes in graphic display of information. We will help produce a clean document with all appropriate parts. Plan on working with your internal communications team to create a visual esthetic for the final plan.</i></p>	Final District 5-Year Plan	\$0
<b>Total</b>			<b>\$40,000</b>

**IV. Payment Schedule**

The district will be invoiced for ½ of the fee at the onset of work and the remaining balance mid-way through its completion. Both parties reserve the right to cancel the contract with written notice. If the contract is cancelled, partial payment for any and all work completed to date will be due upon invoice.



## V. References

1. Fran Rabinowitz  
Executive Director  
CT Association of Public School Superintendents  
25 Caya Ave  
West Hartford, CT 06110  
(860) 236-8640  
[frabinowitz@capps.org](mailto:frabinowitz@capps.org)
2. Alan Addley  
Superintendent  
Darien Public Schools  
35 Leroy Avenue  
Darien, CT 06820  
(203) 656-7400  
[aaddley@darienps.org](mailto:aaddley@darienps.org)
3. Anna Cutaia  
Superintendent  
Milford Public Schools  
70 W River St  
Milford, CT  
(203) 783-3400  
[acutaia@milforded.org](mailto:acutaia@milforded.org)

## VI. Previous Work Product

As examples of our work with other districts, please see:

1. The [Connecticut Association of Public School Superintendents Strategic Plan](#); we facilitated the process of developing the plan.
2. The [Executive Summary](#) from a report to the Greenwich Public Schools on the achievement gap in the district.
3. The [Presentation of the Capacity and Coherence Review](#) findings to the Waterbury Public Schools.

In addition, the chart below represents a summary of work that we have done in the state relevant to this current proposal.



<b>Strategic Planning</b>	<b>Client</b>
2021-2022	Region 12
	Stratford Public Schools
2020-2021	Mansfield Public Schools, CT
	Old Saybrook Public Schools
2019-2020	Waterbury Public Schools, CT
	Darien Public Schools, CT
2018-2019	Simsbury Public Schools, CT
2017-2018	CT Association of Public School Superintendents (CAPSS)
<b>Organizational Reviews and Audits</b>	
2021-2022	Stratford Public Schools (Capacity and Coherence Review)
2020-2021	Norwalk Public Schools (Organizational Review, including Capacity and Coherence Review, Performance Assessment, and Central Office Study)
2019-2020	Vernon Public Schools (Capacity and Coherence Review)
2018-2019	Windham Public Schools (Capacity and Coherence Review)
	Waterbury Public Schools (Capacity and Coherence Review)
	Avon Public Schools (Capacity and Coherence Review)
2017-2018	Manchester Public Schools (Central Office Review)
2013-2014	Greenwich Public Schools (Achievement Gap Study)



<b>Portrait of the Graduate</b>	
2019-2020	Region 14
	Darien Public Schools
	Danbury Public Schools
2017-2019	Vernon Public Schools
2017-2018	Statewide Portrait of the Graduate Community of Practice (in collaboration with CAPSS, funded by a grant from the Nellie Mae Education Foundation)

**NEWTOWN BOARD OF EDUCATION SUMMARY - CAPITAL IMPROVEMENT PLAN 2023/24 TO 2027/28**

DRAFT

**INITIAL FIVE YEARS**

<b>INITIAL FIVE YEARS</b>		<b>Year 1</b>	<b>Year 2 NO BONDING</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>TOTALS</b>	
<b>CIP Item #</b>	<b>Location</b>	<b>Description of Project</b>	<b>2023/24</b>	<b>2024/25</b>	<b>2025/26</b>	<b>2026/27</b>	<b>2027/28</b>	
	Hawley Elem.	Ventilation, HVAC Renovations Re-roof 1997 wing (BUR, 18500sf)	\$4,000,000				\$ 500,000	\$ 4,000,000
	Middle Gate Elem.	Window replacement Bathroom renovations (2 staff, 2 student) Repave entire parking lot, curbing, sidewalks (69000sf)				\$ 1,100,000 \$ 200,000	\$ 250,000	\$ - \$ 1,550,000
	Head O'Meadow	Replace Condensing Units, Piping, Coils Repave entire parking lot, curbing, sidewalks (90000sf)	\$ 600,000				\$ 300,000	\$ 900,000
	Reed Intermediate	Replace Chiller, Upgrade BMS controls/VAVs, Fence				\$ 750,000		\$ 750,000
	Middle School	Engineering for HVAC Improvements (incl CM) HVAC Improvements Repave entire parking lot, curbing, sidewalks (174000sf)	\$ 450,000		\$ 8,000,000		\$ 575,000	\$ 9,025,000
	High School	HVAC Replacements B-wing (incl VAV upgrades) Replace F-wing chiller HVAC Replacements (Pool area) Re-roof BUR areas (B-wing, Pool, Gym, 17000sf)	\$ 1,200,000			\$ 500,000 \$ 400,000 \$ 450,000		\$ 2,550,000
	<b>TOTAL COSTS OF ALL PROJECTS</b>		\$ 6,250,000	\$ -	\$ 8,000,000	\$ 3,400,000	\$ 1,625,000	\$ 19,275,000
	<b>TOTAL TO BE BONDED</b>		\$ 6,250,000	\$ -	\$ 8,000,000	\$ 3,400,000	\$ 1,625,000	\$ 19,275,000

Eligibility for project inclusion on the CIP is that the cost must exceed \$200,000.

**NEWTOWN BOARD OF EDUCATION SUMMARY - CAPITAL IMPROVEMENT PLAN 2028/29 TO 2032/33**

DRAFT

**SECOND FIVE YEARS**

		Year 6	Year 7	Year 8	Year 9	Year 10		
			NO BONDING					
CIP Item #	Location	Description of Project	2028/29	2029/30	2030/31	2031/32	2032/33	TOTALS
	Hawley Elem	Repave entire parking lot, curbing, sidewalks (80000sf)	\$ 275,000					\$ 275,000
	Sandy Hook Elem.							
	Middle Gate Elem.	HVAC design HVAC Improvements	\$ 200,000		\$ 2,000,000			\$ 2,200,000
	Head O'Meadow	Roof restoration (66500sf)				\$ 400,000		\$ 400,000
	Reed Intermediate	Repave entire parking lot, curbing, sidewalks (162000sf) Replace HVAC Equipment	\$ 525,000		\$ 800,000			\$ 1,325,000
	Middle School	Replace Generator and Transfer Switch					\$ 200,000	\$ 200,000
	High School	Replace Windows (B-wing)	\$ 450,000					\$ 450,000
	District-Wide	Security Camera Upgrade (501 cameras)	\$ 700,000					\$ 700,000
TOTAL COSTS OF ALL PROJECTS			\$ 2,150,000	\$ -	\$ 2,800,000	\$ 400,000	\$ 200,000	\$ 5,550,000
TOTAL TO BE BONDED			\$ 2,150,000	\$ -	\$ 2,800,000	\$ 400,000	\$ 200,000	\$ 5,550,000

Notes:

- 1) Hawley numbers are carried from approved 2022 CIP
- 2) Middle School HVAC design includes an allowance for CM preconstruction to assist with scope, phasing, and budget
- 3) Middle School HVAC budget is using Hawley HVAC as a benchmark
- 4) Middle Gate Window budget includes design
- 5) High School Windows (B-wing) budget includes design
- 6) Paving budgets are based on milling of existing asphalt, 3" of new asphalt, and line striping
- 7) High School HVAC Replacements includes upgrades to VAV and BMS controls

## OCCUPATIONAL EXPOSURE TO BLOODBORNE PATHOGENS

The Newtown Board of Education recognizes that exposure to blood borne pathogens and other body fluids is a serious concern for its employees. To comply with the Occupational Safety and Health Act (OSHA) Blood borne Pathogens Standard, 29 CFR 1910, 1030, the Newtown Board of Education directs the Superintendent to implement procedures to reduce the risk of infection.

Adopted 11/10/92

Modified 7/11/94

Amended 10/10/95

## Students

### Health Assessments and Immunizations

The Board of Education recognizes the importance of periodic health assessments, including oral health assessments, according to state health regulations.

To determine the health status of students, facilitate the removal of disabilities to learning and find whether some special adaptation of the school program may be necessary, the Board of Education requires that students have health assessments.

The Board of Education adheres to those state laws and regulations that pertain to school immunizations and health assessments, including oral health assessments. It is the policy of the Board of Education to ensure that all enrolled students are adequately immunized against communicable diseases. The Board may deny continued attendance in school to any student who fails to obtain the health assessments required under C.G.S. 10-206, as may be periodically amended.

The Superintendent shall designate the school nurse to receive reports of health assessments and immunizations from health care providers.

Parents wishing their children exempted or excused from health assessments must request such exemption to the Superintendent of Schools in writing. This request must be signed by the parent/guardian.

~~Parents/guardians wanting their children excused from immunizations on religious grounds (prior to kindergarten entry and grade 7 entry) must request such exemption in writing to the Superintendent of Schools if such immunization is contrary to the religious beliefs of the child or of the parent/guardian of the child. The request must be officially acknowledged by a notary public or a judge, a clerk or deputy clerk of a court having a seal, a town clerk, a justice of the peace, a Connecticut licensed attorney.~~

It is the responsibility of the Principal to insure that each student enrolled has been adequately immunized and has fulfilled the required health assessments. The school nurse shall check and document immunizations and health assessments on all students enrolling in school and to report the status to the school principal. The school nurse shall also contact parents or guardians to make them aware if immunizations and/or health assessments are insufficient or not up-to-date. The school nurse will maintain in good order the immunization and health assessment records of each student enrolled.

## **Students**

### **Health Assessments and Immunizations (continued)**

#### **Health Assessment for Interscholastic Sports**

Health assessment is required for interscholastic participation in sports at the middle and high school level.

The health assessment for sports must be completed prior to the first training session of the sports season. Health assessments are valid for 13 months. Registration through the Family ID program must be completed by the parent of guardian prior to participation in each sport.

Students who are not in compliance with a valid health assessment, Family ID registration including permission from their parent/guardian will not be allowed to participate.

Note: P.A 18-168 requires boards of education to request that students have an oral health assessment prior to public school enrollment, in grade 6 or 7, and in grade 9 or 10. The legislation establishes related requirements on providers authorized to perform the assessments, parental consent assessment forms, and records access. The specifics are detailed in the administrative regulation pertaining to this policy.

(cf. 5111 - Admission)  
(cf. 5141.31 - Physical Examinations for School Programs)  
(cf. 5125 - Student Records)  
(cf. 5125.11 - Health/Medical Records – HIPAA)  
(cf. 5141 - Student Health Services)

Legal Reference: Connecticut General Statutes

- 10-204a Required immunizations (as amended by P.A. 15-174 and P.A. 15-242)
- 10-204c Immunity from liability
- 10-205 Appointment of school medical adviser
- 10-206 Health assessments (as amended by P.A.17-146 and PA 18-168)
- 10-206a Free health assessments
- 10-207 Duties of medical advisors
- 10-208 Exemption from examination or treatment
- 10-208a Physical activity of student restricted; board to honor notice
- 10-209 Records not to be public. Provision of reports to schools.
- 10-212 School nurses and nurse practitioners
- 10-214 Vision, audiometric and postural screenings. When required. Notification of parents re defects; record of results. (as amended by PA 17-146)

## **Students**

### **Health Assessments and Immunizations**

#### Legal Reference (continued)

Department of Public Health, Public Health Code, 10-204a-2a, 10-204a-3a, 10-204a-4

Section 4 of P.A. 14-231

Federal Family Educational Rights and Privacy Act of 1974 (section 438 of the General Education Provisions Act, as amended, added by section 513 of P.L. 93-568, codified at 20 U.S.C. 1232g)

42 U.S.C. 1320d-1320d-8, P.L. 104-191, Health Insurance Portability and Accountability Act of 1996 (HIPAA)

P.A. 17-146 “An Act Concerning the Department of Public Health’s Various Revisions to the Public Health Statutes,” Section 5, effective 10/1/17

PA 18-168 An Act Concerning the Department of Public Health’s Recommendations Regarding Various Revisions to the Public Health Statutes, Sections 7-9, 539 & 540

## Students

### Health Assessments and Immunizations

In accordance with Connecticut General Statutes 10-206, as amended, 10-204a, and 10-214, the following health assessment procedures are established for students in the district:

- 1) Proof of immunization shall be required prior to school entry. A "school-aged child" also includes any student enrolled in an adult education program that leads to a high school diploma. This immunization verification is mandatory for all those newly entering the district ~~new school enterers~~ and must include complete documentation of those immunizations requiring a full series. Documentation of immunizations must include all immunizations as outlined on the **“Immunization Requirements for Enrolled Students in Connecticut Schools.”**

Click here for list:

[CT School Immunization Requirements  
\(https://portal.ct.gov/-/media/Departments-and-Agencies/DPH/dph/infectious\\_diseases/immunization/School-Survey/2022-23-School-Requirements-insert.pdf\)](https://portal.ct.gov/-/media/Departments-and-Agencies/DPH/dph/infectious_diseases/immunization/School-Survey/2022-23-School-Requirements-insert.pdf)

- Immunization requirements are satisfied if a student:
  - (i) presents verification of the above mentioned required immunizations;
  - (ii) presents a certificate from a physician, physician assistant, advanced practice registered nurse or a local health agency stating that initial immunizations have been administered to the child and additional immunizations are in process;
  - (iii) presents a certificate from a physician stating that in the opinion of the physician immunization is medically contraindicated in accordance with the current recommendation of the National Centers for Disease Control and Prevention Advisor Committee on Immunization Practices because of the physical condition of the child;
  - ~~(iv) presents a written statement officially acknowledged by a notary public or a judge, family support magistrate, clerk/deputy clerk of a court having a seal, a town clerk, a justice of the peace, a Connecticut licensed attorney or from the parents or guardian of the child that such immunization would be contrary to religious beliefs of the child or his/her parents/guardians;~~
  - (v) he/she has had a natural infection confirmed in writing by a physician, physician assistant, advanced practice registered nurse or laboratory.

~~Health assessment and health screening requirements are waived if the parent legal guardian of the student or the student (if he or she is an emancipated minor or is eighteen years of age or older) notifies the school personnel in writing that the parent, guardian or student objects on religious grounds. (CGS 10-204a)~~

Students failing to meet the above requirements shall not be allowed to attend school.

## Students

### Health Assessments and Immunizations (continued)

- 2) A physical examination including blood pressure, height, weight, hematocrit or hemoglobin, and a chronic disease assessment which shall include, but not be limited to, asthma and which must include public health related screening questions for parents to answer and other screening questions for providers and screenings for hearing, vision, speech, gross dental and posture shall be required for all those newly entering the district new school enterers, and students in grade 6 and grade 9 or 10. This health assessment must be completed either prior to school entry or 30 calendar days after the beginning of school for those newly entering the district new school enterers. This assessment must be conducted within the school year for students in grade 6 and grade 9. Parents of students in grade 6 and grade 9 shall be notified, in writing, of the requirement of a health assessment. ~~and shall be offered an opportunity to be present at the time of assessment.~~ Health assessments completed within one calendar year of new school entry or grades 6 or grade 9 will be accepted by the school system. Failure of students to satisfy the above mentioned health assessment timeliness and/or requirements shall result in exclusion from school.

Click here for the physical exam form:

[CT Health Assessment Record](https://www.newtown.k12.ct.us/_theme/files/Health%20and%20Wellness/CT%20Health%20Assessment%20Record.pdf)

[https://www.newtown.k12.ct.us/\\_theme/files/Health%20and%20Wellness/CT%20Health%20Assessment%20Record.pdf](https://www.newtown.k12.ct.us/_theme/files/Health%20and%20Wellness/CT%20Health%20Assessment%20Record.pdf)

The assessment shall also include tests for tuberculosis, sickle cell anemia or Cooley's anemia and test for lead levels in the blood when the Board of Education, after consultation with the school medical advisor and the local health department, determine such tests are necessary. The district will follow CT Department of Public Health guidelines to determine when TB testing is required.

Click here for more information:

[Tuberculosis Management](https://docs.google.com/document/d/14I4unOwJ2ysBbLkGMqwVNA8_vRCfAdvpXEmhAdgnavE/edit)

[https://docs.google.com/document/d/14I4unOwJ2ysBbLkGMqwVNA8\\_vRCfAdvpXEmhAdgnavE/edit](https://docs.google.com/document/d/14I4unOwJ2ysBbLkGMqwVNA8_vRCfAdvpXEmhAdgnavE/edit)

~~A test for tuberculosis, as indicated above, is not mandatory, but should be performed if any of the following risk factors prevail:~~

- ~~1. birth in a high risk country of the world (per WHO list of TB high burden countries) and do not have a record of a TST (tuberculin skin test) or IGRA (interferon gamma release assay) performed in the United States.~~
- ~~2. travel to a high risk country staying at least one week with substantial contact with the indigenous population since the previously required examination;~~
- ~~3. extensive contact with persons who have recently come to the United States from high risk countries since the previously required examination;~~
- ~~4. contact with persons suspected to have tuberculosis; or~~
- ~~5. lives with anyone who has been in a homeless shelter, jail or prison, uses illegal drugs or has HIV infection.~~

## Students

### Health Assessments and Immunizations (continued)

Health assessments completed within one calendar year of new school entry or grades 6 or grade 9 will be accepted by the school system. Failure of students to satisfy the above mentioned health assessment timeliness and/or requirements shall result in exclusion from school.

- 3) Parents or guardians of students being excluded from school due to failure to meet health assessment requirements shall be given a thirty calendar day notice in writing, prior to any effective date of school exclusion. Failure to complete required health assessment components within this thirty-day grace period shall result in school exclusion. This exclusion shall be verified, in writing, by the Superintendent of Schools or his/her designee. Parents of excluded students may request administrative hearing of a health assessment-related exclusion within five days of final exclusion notice. An administrative hearing shall be conducted and a decision rendered within fifteen calendar days after receipt of request. A subcommittee of the Board of Education shall conduct an administrative hearing and will consider written and/or oral testimony offered by parents and/or school officials.
- 4) Health screenings shall be required for all students according to the following schedule:

Vision Screening	Grades K, 1, 3, 4, 5
Audiometric Screening	Grades K, 1, 3, 4, 5
Postural Screening	Grades 5 and 7 for female students Grades 8 or 9 for male students

The school system shall provide these screening to students at no cost to parents. Parents shall be provided an annual written notification of screenings to be conducted. Parents wishing to have these screenings ~~to be~~ conducted by their private physician shall be required to report screening results to the school nurse.

(Health assessments may be conducted by a licensed physician, advanced practice registered nurse, ~~registered nurse~~, physician assistant or by the School Medical Advisor.)

- 5) Parents of students failing to meet standards of screening or deemed in need of further testing shall be notified by the Superintendent of Schools. A written notice shall be given to the parent/guardian of each student who is found to have any defect of vision or disease of the eyes, with a brief statement describing such defect or disease and a recommendation for the student to be examined by a licensed optometrist or licensed ophthalmologist. A written statement shall also be provided to the parent/guardian of any student who did not receive the vision screening with a brief statement explaining the reason.

Students eligible for free health assessments shall have them provided by the health services staff. School District may refer student to local health resources to provide free assessments.

## **Students**

### **Health Assessments and Immunizations (continued)**

- 6) Health records shall be maintained in accordance with Policy #5125.
- 7) All candidates for all athletic teams shall be examined annually by a legally qualified practitioner of medicine.

No candidate will be permitted to engage in either a practice or a contest unless this requirement has been met, and he or she has been declared medically fit for athletics.

An athlete need not be re-examined upon entering another sport unless the coach requests it.

If a student is injured, either in practice, a contest, or from an incident outside of school activities that requires him or her to forego either a practice session or contest, that student will not be permitted to return to athletic activity until a legally qualified practitioner of medicine examines the student and pronounces him/her medically fit for athletics.

### **Oral Health Assessments**

Parents are encouraged to have oral health assessments for their child(ren) prior to public school enrollment, in grade 6 and in grade 9. Such assessment may be conducted by a dentist, dental hygienist, physician, physician assistant (PA), or an advanced practice registered nurse (APRN), if he or she is trained in conducting such assessments as part of a DPH-approved training program. When conducted by a dentist the oral assessment must include a dental examination. If another such provider conducts the assessment, it must include a visual screening and risk assessment.

Parent/guardian consent is required prior to the oral health assessment. The assessment is to be made in the presence of the parent/guardian or another school employee. The parent/guardian must receive prior written notice and have a reasonable opportunity to opt his/her child out of the assessment, be present at the assessment, or provide for the assessment himself or herself.

A child's public school enrollment continued attendance shall not be denied for his/her failure to receive the oral health assessment.

The District may host a free oral health assessment event at which a qualified provider performs such oral health assessments. Parents/guardians will be given prior notice of such a free screening event providing the parents/guardians the opportunity to opt their children out of the assessment event. If the parent/guardian does not do so, the child must receive an assessment free of charge. The child is prohibited by the legislation from receiving any dental treatment as part of the assessment event without the parent's/guardian's informed consent.

The results of an oral health assessment shall be recorded on forms supplied by the State Board of Education. The provider performing the assessment must completely fill out and sign the form. Recommendations by the provider shall be in writing. For any child who receives an oral health assessment, the results must be included in the child's cumulative health record.

## **Students**

### **Health Assessments and Immunizations (continued)**

Appropriate school health personnel shall review the assessment results. If it is determined that a child needs further testing or treatment, the Superintendent shall give written notice to the child's parent/guardian and make reasonable efforts to ensure that further testing or treatment is provided. Such efforts include determining whether the parent/guardian obtained the necessary testing or treatment for the child and, if not, advising the parent or guardian on how to do so. The results of the further testing or treatment must be recorded on the assessment forms and reviewed by school health personnel.

As with other school health assessments no records of oral health assessments may be open to public inspection; and each provider who conducts an assessment for a child seeking to enroll in a public school must provide the assessment results to the school district's designated representative and a representative of the child.

Legal Reference:        Connecticut General Statutes

- 10-204a Required immunizations (as amended by P.A. 15-174 and P.A. 15-242)
- 10-204c Immunity from liability
- 10-205 Appointment of school medical adviser
- 10-206 Health assessments (as amended by June Special Session PA 01-4, PA 01-9, PA 05-272, PA 07-58 and PA 18-168)
- 10-207 Duties of medical advisers
- 10-206a Free health assessments (as amended by June Special Session PA 01-1)
- 10-208 Exemption from examination or treatment
- 10-208a Physical activity of student restricted; board to honor notice
- 10-209 Records not to be public. Provision of reports to schools.
- 10-212 School nurses and nurse practitioners
- 10-214 Vision, audiometric and postural screenings. When required. Notification of parents re defects; record of results, as amended by PA 17-173

Department of Public Health, Public Health Code, 10-204a-2a, 10-204a-3a and 10-204a-4

**Wellness Links:**

List of High Risk Tuberculosis Countries:

<http://apps.who.int/ghodata/?vid=500>

State of Connecticut Department of Education Health Assessment Record:

<https://portal.ct.gov/-/media/SDE/School-Nursing/Forms/HAR3.pdf>

# District Highlights

VOLUME 2-ISSUE 3 SEPTEMBER/OCTOBER 2022

## NEWTOWN ATHLETICS

### DEAR NEWTOWN COMMUNITY,

As the 2021-2022 school year ended, preparations began for the school year 2022-2023. We have really had a unique time of transition in the areas of staff, facilities, and services. Not the least of which, our new Superintendent, Chris Mellilo took the helm from retired Superintendent Lorrie Rodrique on July 1, 2022. Other central office and building level administrative positions were filled along with the appointment of Alison Plante to the Board of Education to replace the veteran Board of Education Member, Rebekah Harriman. Although we will miss the talents and dedication of those who have left us, we embrace the potential of new leaders to inspire innovative approaches toward excellence in all facets of our school system operation; especially those that directly influence the quality of teaching and learning in individual classrooms all across the schools in our district.

Over the unusually hot and humid summer, activities were bustling with both students and staff within the schools and the community. A great deal has happened in the area of professional development and curriculum development projects in preparation for the 2022-2023 school year. Along with herculean custodial and maintenance activities associated with intra-school setups and inter-school classroom transitions with the Hawley School HVAC Project, so many have contributed to make the schools "spit shine" ready for students. By this publication, students have experienced the all-important first days of school. As all this was going on during the summer, so many of our students were engaged in athletic activities in preparation for competitive sports programs this fall. Indeed, we have chosen focus on sports related activities that help build the mind, body, and spirit in the context of team work and leadership for this edition of District Highlights. We hope the reader enjoys the articles in this addition of our newsletter that highlight certain individuals and programs that position our district as a leader for competitive and intramural sports programs.

Don Ramsey, BOE Communications Subcommittee Chairman

# DEDICATED TO SUCCEED

**By Chris Melillo, Superintendent**

Many of our families take time during the summer months to rest and relax. Our Newtown scholar athletes are using this time to work to be the absolute best they can be. Our athletes share the determination to win and compete, which is vital to the competitive spirit and joy of playing sports. Many of our student competitors spend their vacation improving their strength and cardio, while all of our fall sports teams begin practice before the start of the school year. Success at a high level requires focus and dedication to their sport.

Our student athletes have to manage work responsibilities, academic demands, and social pressures and yet, a study conducted by the Minnesota State High School League in 2007 and reported by the NFHS found that the average GPA of a high school athlete was 2.84, while a student who was not involved in athletics had an average GPA of 2.68. The survey also showed that student athletes missed less school than their non-athlete counterparts, with a total of 7.4 days missed and 8.8 days missed, respectively.

Taking part in school athletics has long lasting-benefits. According to the National Federation of State High School Associations, three of the most important participation takeaways that students continue to practice after graduation are: 1) a stronger sense of self-confidence in building relationships with others and having an expanded capacity for empathy; 2) developing a better sense of self and, understanding how their actions affect others; and 3) construction foundations for lifelong fitness habits.

Over the summer months, our NHS student-athletes have been hard at work conditioning, working out and getting ready for the season. Our field hockey team has conditioning workouts 2-3 times a week in the mornings, girls, and boys cross-country have scheduled morning runs, while our cheer unit has been hard at work in the gym and the tumbling gym. The NHS volleyball players and girls and boys soccer players are playing for various club teams and competing in a local summer league, as members of the NHS Dance Team have been working out at their local studios. Our swimmers/divers are honing their skills and getting their mileage in the pool, while the NHS football team has been weightlifting and conditioning all summer at the stadium and in the NHS weight room.

As we begin our fall sports season, I would like our families to recognize the dedication our student athletes give to their teams and their studies. In sports and in academics, our student athletes establish goals that will guide the path to success. Their devotion and commitment to these goals is essential for them to excel at the highest levels.



## NEWTOWN HIGH SCHOOL ATHLETICS

*"Recently the athletic department won the Michaels Cup which is a CIAC award for outstanding athletic departments. And in 2021 NHS was awarded the Fred Balsamo CIAC Sportsmanship Award, which is given to only 4 schools in the state who demonstrate extraordinary sportsmanship in their programs."*

## DISTRICT UNIFIED SPORTS PROGRAM

*"It is such a beneficial program due to it's ability for students to make connections and the strong bond which is created between the athletes and partners. We have created so many social opportunities through unified sports for all of these students to be together and connect." - Matt Memolli, Athletic Director*

## A CLOSER LOOK

"Anna Malkin, World Language Teacher, Ken Kantor, Physical Education Teacher, and Andrew Tammero, Health Education Teacher, have developed an athletic program that combines the elements of interscholastic and intramural sports competitions at Newtown Middle School."

# NEWTOWN HIGH SCHOOL ATHLETICS

**By Dan Cruson**

Sports has long been considered a big part of the High School experience, and Newtown High School is not any different. Currently NHS has 55 teams across 32 sports, creating a large variety of choices for every interest and skill level. Across 3 seasons, NHS sees a lot of students taking advantage of the different programs offered. According to the Matt Memoli, the Newtown Public School's Athletic Director, the Fall season sees 400-500, the Winter season sees 200-400, and the Spring season sees 350-450 students participating in sports. This includes students participating in not just "traditional" sports like Football, Basketball and Baseball, but also the school's Unified Sports Program which was started in 2014 by Kathy Davey (see our Unified Sports article to learn more).

With so many sports and teams running throughout the year is a huge effort and takes a lot of people. Mr. Memoli is assisted by an Administrative Assistant, Debi Modzelewski in organizing the entire department. The school district also employs two Athletic Trainers, Doug Michlovitz and John Juniet, to work with the students on a full-time basis. Beyond that there are over 110 coaches, both paid and volunteer, that lead the individual teams throughout the year. Community members play a big part in filling these coaching roles, but also help in other capacities including running the Booster clubs for sports like Football and Hockey. The

district is always looking for more volunteers to help assist with athletic events, if someone is interested, they can reach out to Matt Memoli at [memolim@newtown.k12.ct.us](mailto:memolim@newtown.k12.ct.us).

All of this work has been recognized over the years by a number of awards and championship wins. Individual sports such as Field Hockey, Girls Indoor Track, Baseball and Dance have won SWC championships in recent years. There have also been state championships won by teams such as NHS indoor and outdoor track. In addition to these individual sports recognitions though, the athletic department and school have won awards. Recently the athletic department won the Michaels Cup which is a CIAC award for outstanding athletic departments. And in 2021 NHS was awarded the Fred Balsamo CIAC Sportsmanship Award, which is given to only 4 schools in the state who demonstrate extraordinary sportsmanship in their programs. However, one of the biggest points of pride the community can have in the NHS sports program is the focus on education based athletics and that many student athletes leave Newtown to continue competing at the collegiate level.

I would like to thank Matt Memoli for answering my questions about the NHS sports program, along with his continued hard work running the entire athletics program for Newtown Public Schools.

## NEWTOWN UNIFIED SPORTS PROGRAM

**By Janet Kuzma**

Back in 1992, Connecticut Special Olympics formed a partnership with the Connecticut Interscholastic Athletic Conference (CIAC) to bring Unified Sports to Connecticut's schools in effort to reach school-aged athletes. Unified Sports is a registered program of Special Olympics that combines athletes with and without intellectual disability (or other developmental delays) on sports teams for training and competition. While the positive impacts and benefits from participating in a unified program were undeniable, it wasn't until 2014 when Newtown High School P.E. teacher Kathy Davey began the program here in Newtown. Soon after, this program rose to become one of the best in the state of Connecticut, and even traveled internationally to Canada to compete in the Unified Games.

Currently, Newtown's unified program runs in grades 7-12, as well as a unified program started by Laura Cooper at Middle Gate for elementary students. Our district offers Unified soccer, basketball, and track & field, with basketball being the most popular among students. There are also opportunities for various games such as wiffle ball, volleyball, and kick ball. Newtown High school has roughly 40-50 athletes and partners per season and Newtown Middle school has between 20-30 each season.

When asked why he feels this program is beneficial to Newtown students, athletic Director Matt Memolli said:

*"It is such a beneficial program due to it's ability for students to make connections and the strong bond which is created between the athletes and partners. We have created so many social opportunities through unified sports for all of these students to be together and connect. We have practices and games, recognition ceremonies at halftimes of other sporting events, playing at halftime at Mohegan Sun during the state basketball championships, along with other social opportunities. The family-like atmosphere is what separates this program."*

Unified sports programs are known for creating ties that develop into friendships on and off the athletic field. Many benefits have been seen among communities who participate in these programs, such as new friendships, improved self-esteem, positive behavioral changes, and help to foster inclusive school communities. Our district encourages students, as well as community members, to get involved and volunteer in our unified program. If you can't commit to assisting with the teams consider showing your support by going to a game!

MORE INFORMATION ABOUT NEWTOWN HIGH'S ATHLETIC  
PROGRAM

~ A CLOSER LOOK ~

TEACHER VOLUNTEERS FOR UNIFIED SPORTS

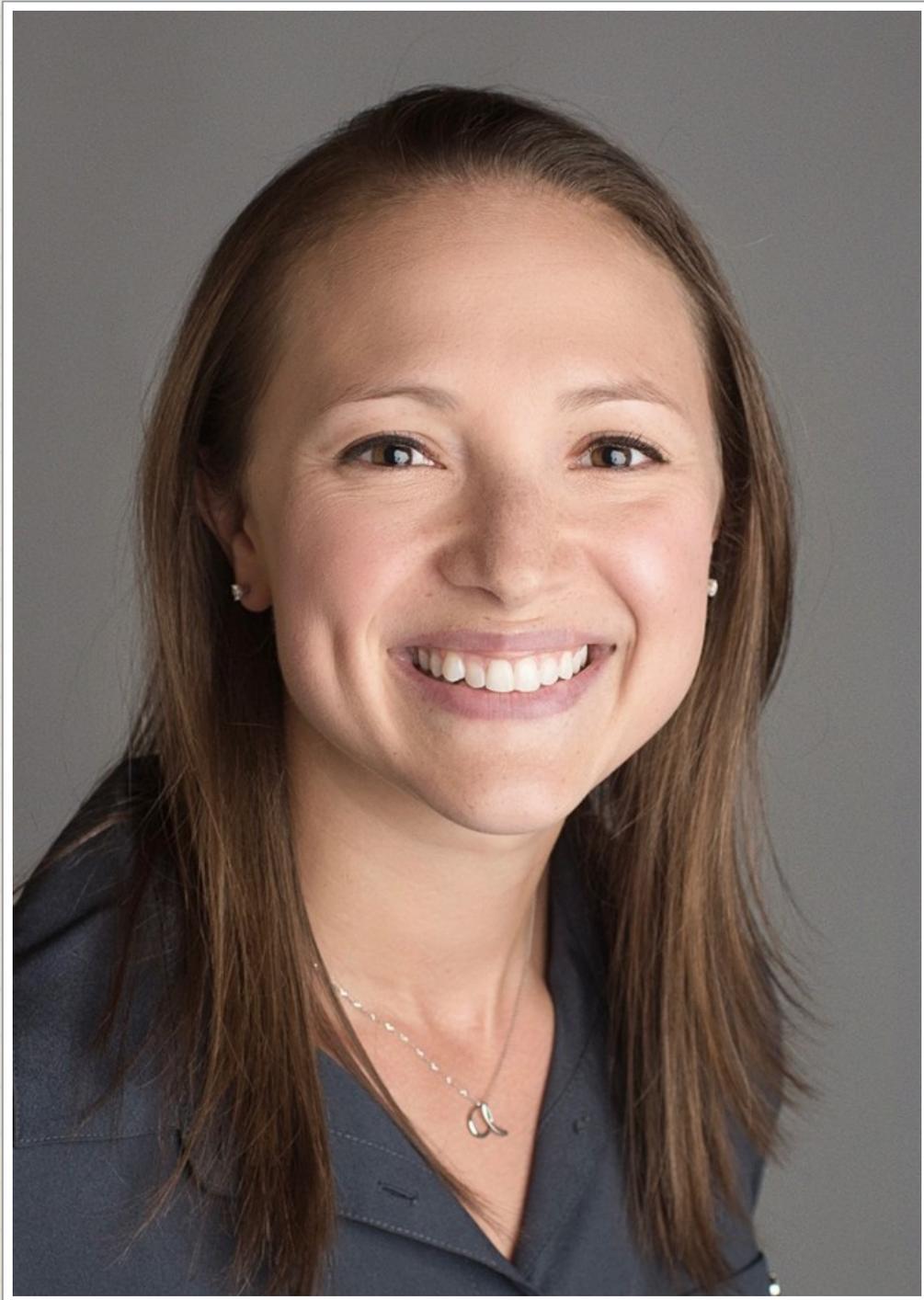


### By Don Ramsey

In recent years educators have been awakened to the benefits of collaboration in the form of team teaching, not only across subject areas, but across special needs and regular educational settings. That is particularly true with respect to diversity and inclusion. We are evolving in significant ways when it comes to combining talents and cultural sensitivity into teaching and learning in both curricular and extracurricular activities. A great example is this “Closer Look” at three teachers who carried the baton from Newtown High School to Newtown Middle School with the Unified Sports Program. Anna Malkin, World Language Teacher, Ken Kantor, Physical Education Teacher, and Andrew Tammero, Health Education Teacher, have developed an athletic program that combines the elements of interscholastic and intramural sports competitions at Newtown Middle School. Joining them at various times is Liz Gallo, Paraprofessional (not pictured). In doing so, they have provided an open invitation for more experienced student athletes to mentor other students with special needs or specific disabilities in an atmosphere of relationship building and positive athletic skill development. According to Andrew Tammero, “The mission is...” Unified Sports joins people with and without intellectual disabilities on the same team. It was inspired by a simple principle: training together and playing together is a quick path to friendship and understanding”. Ken Kantor adds in his letter to parents, “We encourage our partners to be a resource for our athletes. This is also an opportunity to create meaningful relationships and friendships. The program consists of practices one to two times per week. We will be playing other schools to allow our student athletes a chance to experience some competition.” Networking with the Fairfield County Interscholastic Athletic Conference (FCIAC) has enabled our middle school students to compete with area schools in Danbury, Brookfield, Bethel, Oxford, and Monroe in soccer,

softball, tournaments have been held in Waterbury and our own Newtown Youth Academy. Matt Memoli, Athletic Director for the Newtown Public Schools celebrates the seeds for the program being planted at Newtown High School and continuing to grow at Newtown Middle School. He is hoping for even greater participation in a post pandemic atmosphere where things return to normal.

## BOARD OF EDUCATION MEMBER - ALISON PLANTE



Alison Plante was recently appointed to the Board of Education after the resignation of Rebekah Harriman. We would like to take this opportunity to let Ms. Plante share a little bit about herself.

### **1. How long have you lived in Newtown?**

12 years

### **2. What is your educational background?**

I attended Brookfield Public Schools from K-12 and then graduated from the University of Pennsylvania in Philadelphia, where I majored in Political Science and minored in Sociology.

### **3. Why were you interested in being a part of the Board of Education?**

I believe that one of the most important things a community can do is educate its children well, and the Board of Education plays a critical role in making sure that happens by setting policies, budgeting, and providing oversight. More generally, I love this community and it's important to me to contribute in any way I can.

### **4. What do you feel the school district does well?**

The school system does a lot of things well, but the one for which I'm most grateful as a parent is the District's dual focus on not just academic achievement but also social-emotional skills and well-being. It shines through all the way from the Board's policies and committees and down to the lessons that my elementary school-aged children are hearing in their classrooms, and it's a critical ingredient in cultivating kind, well-adjusted young adults.

### **5. What do you feel you can help the district do better?**

I want to help the District continue improving its process and communication around prioritizing capital projects to maintain our school buildings via the town-wide Capital Improvement Plan (CIP). The District is responsible for maintaining quite a large real estate footprint and I'm looking forward to understanding how we can leverage the work done by the Town Building Inventory and Planning Work Group to further optimize our capital projects process.

### **6. What do you feel is the most valuable skill you bring to the Board of Education?**

I hope that the Board and the community will come to know me as someone who remains composed under pressure, is open-minded to different perspectives, and makes decisions based on facts and logic.

### **7. Anything else you want people to know about you?**

My husband and I have three children (ages 8, 6, and 3), so we will be the proud parents of Newtown Public Schools students for the next 15 years. I'm honored and humbled by the opportunity to serve on the Board of Education.



## **NEWTOWN BOARD OF EDUCATION**

📍 3 Primrose Street, Newtown, C...

✉️ [newtownboe@newtown.k12.ct...](mailto:newtownboe@newtown.k12.ct...)

☎️ (203) 426-7600

🌐 [newtown.k12.ct.us](http://newtown.k12.ct.us)



Teacher on Special Assignment - Coordinator of Diversity, Equity and Inclusion

## **Position Overview**

The Coordinator of Diversity, Equity, and Inclusion (CDEI) will collaborate with leaders, staff, students and families to fulfill Newtown Public School's commitment to fostering a school environment that ensures all students feel safe and included. Through training, coaching, modeling and mentorship, the CDEI will support teachers in delivering instruction that is culturally sensitive and representative of a diverse population both within our schools and the world into which they will enter as adults. The CDEI will serve as a thought-partner with key stakeholders in order to advance strategies, practices and programs that promote acceptance and inclusion regardless of differences. This position will work to shift the culture of Newtown Public Schools to one that gives students--particularly underserved students--equitable access to the resources they need to grow and thrive. The Coordinator of Diversity, Equity, and Inclusion is expected to travel among the schools within the district to fulfill the responsibilities of this position.

## **Responsibilities**

- Identify and share resources and information with staff and leaders on matters related to diversity, cultural competency, equity and inclusion
- Assist teachers in Grades PK through 12 in developing cultural competency and in developing/delivering lessons through this lens
- Serve on Curriculum Development Council to assist teachers in developing/reviewing new and existing curricula to ensure it is inclusive and representative of our diverse learners
- Under the direction of the Assistant Superintendent and building administrators, plan and provide professional development related to diversity initiatives
- Participate in and assist in planning for the district's DEI Advisory Committee on diversity, equity and inclusion
- Work with teachers to provide practical supports, strategies, and instruction on inclusivity
- Create strategies for leaders and staff to support students, caregivers and families experiencing bullying, racism, harassment and discrimination
- Develop ways to foster community participation/support for the work
- Collaborate with others to compile relevant data collection and analysis to evaluate effectiveness of the district's diversity initiatives
- Regularly consult and engage with external diversity and inclusion professionals to identify best practices
- Deliver presentations when request
- Serve as the district ambassador for diversity, equity, inclusion and cultural responsiveness
- Attends monthly Diversity, Equity and Inclusion Subcommittee of the Board meetings
- Meets with the Assistant Superintendent at designated times/dates

## **Qualifications**

- Valid CT teaching certification (013, 005, or 305); 092 Intermediate Administration or Supervision certification is preferred
- Five years of successful classroom teaching experience; formal and/or informal leadership experience

- A collaborative work style is required
- Familiarity with the CT State Board of Education's Position Statement on Culturally Responsive Education and CASEL Framework
- Knowledgeable of strategies to support culturally competent instruction
- Strong organizational skills and technological proficiencies and verbal and written communication abilities
- Demonstrated leadership qualities and an ability to think systematically
- Experience in developing and implementing diversity, equity and inclusion strategies
- Strong written and verbal communication skills
- Ability to develop and maintain respectful and supportive relationships with all staff members
- Comfortable with facilitating adult learning
- Adept at disaggregating and analyzing data using a variety of platforms

Teacher on Special Assignment - Coordinator of Diversity, Equity and Inclusion

## **Position Overview**

The Coordinator of Diversity, Equity, and Inclusion (CDEI) will collaborate with leaders, staff, students and families to fulfill Newtown Public School's commitment to fostering a school environment that ensures all students feel safe and included. Through training, coaching, modeling and mentorship, the CDEI will support teachers in delivering instruction that is culturally sensitive and representative of a diverse population both within our schools and the world into which they will enter as adults. The CDEI will serve as a thought-partner with key stakeholders in order to advance strategies, practices and programs that promote acceptance and inclusion regardless of differences. This position will work to shift the culture of Newtown Public Schools to one that gives students--particularly underserved students--equitable access to the resources they need to grow and thrive. The Coordinator of Diversity, Equity, and Inclusion is expected to travel among the schools within the district to fulfill the responsibilities of this position.

## **Responsibilities**

- Identify and share resources and information with staff and leaders on matters related to diversity, cultural competency, equity and inclusion
- Assist teachers in Grades PK through 12 in developing cultural competency and in developing/delivering lessons through this lens
- Serve on Curriculum Development Council to assist teachers in developing/reviewing new and existing curricula to ensure it is inclusive and representative of our diverse learners
- Under the direction of the Assistant Superintendent and building administrators, plan and provide professional development related to diversity initiatives
- Participate in and assist in planning for the district's DEI Advisory Committee on diversity, equity and inclusion
- Work with teachers to provide practical supports, strategies, and instruction on inclusivity
- Create strategies for leaders and staff to support students, caregivers and families experiencing bullying, racism, harassment and discrimination
- Develop ways to foster community participation/support for the work
- Collaborate with others to compile relevant data collection and analysis to evaluate effectiveness of the district's diversity initiatives
- Regularly consult and engage with external diversity and inclusion professionals to identify best practices
- Deliver presentations when request
- Serve as the district ambassador for diversity, equity, inclusion and cultural responsiveness
- Attends monthly Diversity, Equity and Inclusion Subcommittee of the Board meetings
- Meets with the Assistant Superintendent at designated times/dates

## **Qualifications**

- Valid CT teaching certification (013, 005, or 305); 092 Intermediate Administration or Supervision certification is preferred
- Five years of successful classroom teaching experience; formal and/or informal leadership experience

- A collaborative work style is required
- Familiarity with the CT State Board of Education's Position Statement on Culturally Responsive Education and CASEL Framework
- Knowledgeable of strategies to support culturally competent instruction
- Strong organizational skills and technological proficiencies and verbal and written communication abilities
- Demonstrated leadership qualities and an ability to think systematically
- Experience in developing and implementing diversity, equity and inclusion strategies
- Strong written and verbal communication skills
- Ability to develop and maintain respectful and supportive relationships with all staff members
- Comfortable with facilitating adult learning
- Adept at disaggregating and analyzing data using a variety of platforms

## **Personnel Certified/Non-Certified**

### **Students**

#### **Face Masks/Coverings**

The Newtown Board of Education (the “Board”) recognizes the importance of protecting the health and safety of students, staff, and the community during a public health emergency. As such, and in accordance with requirements and guidelines issued by a federal authority or the Governor of the State of Connecticut or their designated authority, the Board requires that all individuals entering a school building, a Newtown Public Schools (“District”) facility, or a District transportation vehicle wear an appropriate face covering. An appropriate face covering shall consist of a cloth mask or disposable procedure-style mask that completely covers the individual’s nose and mouth. Any individual who presents for entrance into a school building, District facility or District transportation vehicle who is not wearing an appropriate face covering shall be provided an appropriate face covering by the District.

Compliance with this policy shall be mandatory for all individuals while in a school building, District facility and/or District transportation vehicle, unless an applicable exception applies. Any individual who refuses to wear an appropriate face covering at all times while in a school building, District facility or District transportation vehicle shall be denied admission and/or required to leave the premises, unless an applicable exception applies. In addition, failure to comply with this policy may lead to disciplinary action for students and staff, and exclusion from school property for members of the community, in accordance with applicable laws, rules, regulations, and/or Board policies.

***All individuals participating in or attending any school-sponsored activities must wear an appropriate face covering, whether or not those activities occur in a school building, District facility or District transportation vehicle, unless an applicable exception applies or the Administration, in consultation with the local health department, determines that face coverings are not required for certain activities and athletics.***

The Board authorizes the Superintendent or designee to develop administrative regulations and/or protocols to implement this policy. Such administrative regulations and/or protocols shall outline authorized exceptions to the requirement that all individuals wear an appropriate face covering in the school buildings, District facilities and District transportation vehicles and may identify additional face covering rules as related to the safe operation of the school community.

**P4118.237(b)**  
**4218.237**  
**5141.8**

**Personnel Certified/Non-Certified**

**Students**

**Face Masks/Coverings** (continued)

**Legal References:**

Connecticut General Statutes § 10-221

Adapt, Advance, Achieve: Connecticut's Plan to Learn and Grow Together,  
Connecticut State Department of Education, as amended.

Adopted: September 21, 2021

## Personnel Certified/Non-Certified

### Students

#### Face Masks/Coverings

In accordance with requirements and guidelines issued by a federal authority or the Governor of the State of Connecticut or their designated authority, the Newtown Public Schools (“District”) requires that all individuals entering a school building, a District facility, or a District transportation vehicle wear an appropriate face covering. An appropriate face covering shall consist of a cloth mask or disposable procedure-style mask that completely covers the individual’s nose and mouth. Any individual who presents for entrance into a school building, District facility or District transportation vehicle who is not wearing an appropriate face covering shall be provided an appropriate face covering by the District.

Compliance with these protocols shall be mandatory for all individuals while in a school building, District facility and/or District transportation vehicle, unless an applicable exception applies. Any individual who refuses to wear an appropriate face covering at all times while in a school building, District facility or District transportation vehicle shall be denied admission and/or required to leave the premises, unless an applicable exception applies. In addition, failure to comply with these protocols may lead to disciplinary action for students and staff, and exclusion from school property for members of the community, in accordance with applicable laws, rules, regulations, and/or Board policies.

***All individuals participating in or attending any school-sponsored activities must wear an appropriate face covering, whether or not those activities occur in a school building, District facility or District transportation vehicle, unless an applicable exception applies or the Administration, in consultation with the local health department, determines that face coverings are not required for certain activities and athletics.***

Students and all individuals being transported on District transportation vehicles are required to wear appropriate face coverings (face coverings must be worn prior to boarding and while exiting the vehicle), in accordance with the District’s Transportation Protocols. Please see below for additional procedures for face covering exemption requirements.

Students, staff and all individuals inside school buildings and District facilities are required to wear appropriate face coverings except if: (i) the individual cannot wear the face covering because the individual has difficulty breathing, is unconscious, or

## Personnel Certified/Non-Certified

### Students

#### Face Masks/Coverings (continued)

incapacitated; (ii) the individual cannot remove the face covering without assistance; (iii) the individual has a documented medical reason making it unsafe to wear a mask; (iv) the student is in preschool; or (v) the individual has a disability that causes the individual to be unable to wear a face covering.

**Important Note: The need for a medical exemption for the wearing of face coverings of the styles recommended for use in schools for source control is rare. Medical contraindications to the wearing of cloth or other similar loose fitting masks generally are limited to individuals suffering from severe chronic obstructive pulmonary disease (COPD) such as might be seen with cystic fibrosis, severe emphysema, heart failure, or significant facial burns that would cause extreme pain or interfere with the healing of a skin graft. These severe medical conditions will be rare in students or staff capable of presenting to the school for work or instruction (in most cases these individuals would not be able to move about freely without significant assistance). Mild or intermittent respiratory or other common conditions such as asthma, cardiovascular diseases, kidney disease, or other similar conditions generally are not considered contraindications to the wearing of loose-fitting face coverings.**

Face coverings may only be removed within the school building for the following reasons: (i) eating/drinking; (ii) on school grounds with appropriate social distancing implemented; and (iii) educational or medical activities requiring removal of masks (speech and language, evaluations, etc.) ONLY under circumstances when the school has implemented appropriate and District-approved mitigating measures (such as gowns, face shields, additional social distancing, physical barriers for District employees and/or students).

If a student claims a medical or disability-related exemption from wearing a face covering, the District shall follow the Decision Tree - Face Covering Exemptions in these Protocols. If the District determines the request is based on medical need, the parent or guardian and the **student's treating physician** must complete the Face Covering Exemption Request Form. If the District determines the request is based on disability (skill deficit), the District shall promptly convene a Planning and Placement Team ("PPT") Meeting or Section 504 Team meeting as appropriate to discuss and consider necessary programming revisions, accommodations, modifications, etc.

**Personnel Certified/Non-Certified**

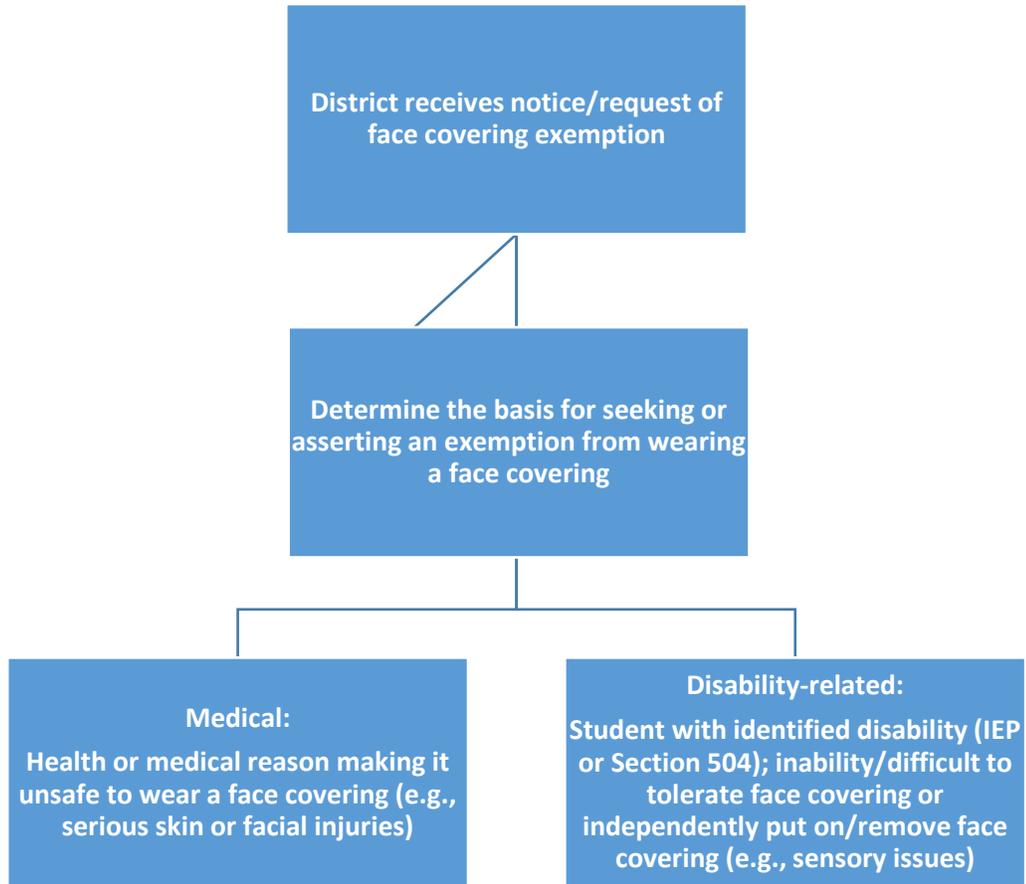
**Students**

**Face Masks/Coverings** (continued)

If a staff member claims a medical or disability-related exemption from wearing a face covering, the District shall comply with all applicable laws, rules, regulations, and requirements regarding the evaluation of, and response to, any such claim.

Students shall be offered face covering breaks during the school day as determined appropriate by the Administration. A face covering break consists of the student removing the face covering from the student's own nose and mouth for a short period of time. Protective measures would be implemented whenever possible, such measures may include social distancing, physical barriers, increased ventilation, hand hygiene, cleaning and disinfection, and exclusion of ill individuals. When practicable, school personnel supervising students shall schedule face covering breaks outdoors.

## Decision-Making Tree - Face Covering Exemptions



FACE COVERING

MEDICAL/HEALTH EXEMPTION FORM

***COVID-19 is a highly contagious virus that spreads by respiratory droplets released when individuals talk, cough or sneeze. Many individuals infected with COVID-19 are asymptomatic and contagious. Federal and state public health agencies, including the United States Centers for Disease Control and Prevention (CDC), recommend that individuals wear a face covering to limit the spread of COVID-19.***

***The Connecticut State Department of Education and \_\_\_\_\_ Public Schools require ALL students, beginning in kindergarten, to wear face coverings during the school day. Any student seeking a medical exemption to the face covering requirement must have the student's treating physician complete the below Medical/Health Exemption Form. As noted below, \_\_\_\_\_ Public Schools will consult with the student's treating physician to determine what reasonable accommodations, if any, would allow the student to wear a face covering during the school day. In light of the significant public health and safety requirements, the \_\_\_\_\_ Public Schools require that any request for medical exemption be completed and submitted to \_\_\_\_\_, the [title] at \_\_\_\_\_ [email].***

***Students submitting requests for medical exemption are subject to COVID-19 containment strategies pending the completion of the exemption review process. COVID-19 containment strategies may include assignment to home-based remote learning to mitigate the possibility of infection to the student or others in the physical school building.***

Name of Child: \_\_\_\_\_ Date of Birth: \_\_\_\_\_

Address of Child: \_\_\_\_\_

Name of Parent(s): \_\_\_\_\_

Address of Parent(s): \_\_\_\_\_

(if different from child)

Contact Information for Treating Physician

Name: \_\_\_\_\_

Address: \_\_\_\_\_

Phone: \_\_\_\_\_ Fax: \_\_\_\_\_ Email: \_\_\_\_\_

THE \_\_\_\_\_ PUBLIC SCHOOLS RESERVES THE RIGHT TO DENY MASK EXEMPTION REQUESTS WITHOUT SUFFICIENT INFORMATION TO DETERMINE THE HEALTH-RELATED NECESSITY OF SUCH REQUEST.

I HEREBY CONSENT TO SCHOOL OFFICIALS OF THE \_\_\_\_\_ PUBLIC SCHOOLS CONSULTING WITH THE ABOVE-NAMED TREATING PHYSICIAN IN CONNECTION WITH THE REQUEST FOR A MEDICAL EXEMPTION FROM WEARING A FACE COVERING DURING THE COVID-19 PANDEMIC. I UNDERSTAND THAT MY CHILD'S TREATING PHYSICIAN IS AUTHORIZED TO EXCHANGE HEALTH/MEDICAL AND EDUCATIONAL INFORMATION RELATED TO THE FACE COVERING MEDICAL EXEMPTION REQUEST SUBMITTED ON BEHALF OF MY CHILD, \_\_\_\_\_ [NAME OF STUDENT], WITH THE \_\_\_\_\_ PUBLIC SCHOOLS . I UNDERSTAND THAT THE PURPOSE OF THE EXCHANGE OF SUCH INFORMATION IS TO DETERMINE WHETHER A MEDICAL EXEMPTION IS NECESSARY AND/OR WHETHER THERE ARE ANY REASONABLE ACCOMMODATIONS THAT SHOULD BE CONSIDERED IN CONNECTION WITH THE FACE COVERING EXEMPTION REQUEST. I UNDERSTAND THAT THIS AUTHORIZATION WILL EXPIRE ON JUNE 30, 2021, UNLESS I REVOKE THIS AUTHORIZATION AT AN EARLIER TIME BY SUBMITTING WRITTEN NOTICE OF THE WITHDRAWAL OF CONSENT. I ACKNOWLEDGE THAT HEALTH/MEDICAL RECORDS, ONCE SHARED WITH THE \_\_\_\_\_ PUBLIC SCHOOLS, WILL BE EDUCATION

RECORDS UNDER FEDERAL EDUCATION RECORD LAWS (FERPA) AND MAY NOT BE PROTECTED BY THE HIPAA PRIVACY RULE. I ALSO UNDERSTAND THAT REFUSAL TO CONSENT TO THE EXCHANGE OF INFORMATION DESCRIBED ABOVE WILL NOT AFFECT ACCESS TO HEALTHCARE.

\_\_\_\_\_  
PRINT NAME  
PARENT/GUARDIAN

\_\_\_\_\_  
DATE

\_\_\_\_\_  
SIGNATURE  
PARENT/GUARDIAN

**The section below must be completed by the student's treating physician to verify a health or medical reason that prohibits the student from wearing a face covering in the school building and/or on school grounds or to identify possible accommodations for the student to wear a face covering within the school building or on school grounds. Upon completion, this form must be provided by the treating physician directly to the \_\_\_\_\_ Public Schools, care of [insert contact name] at [address].**

**The treating physician MUST consult with school health supervisory personnel prior to completing this form.** The contact information for the school health supervisory personnel for this matter (COVID-19 Liaison at \_\_\_\_\_ Public Schools) is:

Medical Verification

Yes    No

       I have consulted with school health supervisory personnel regarding the student's ability to wear a face covering due to a verified medical or health reason.

       After consultation with school health supervisory personnel, I have determined that reasonable accommodations would permit the student to wear a face covering for parts or all of the school day.

If yes, to the above question:

I have determined that the following reasonable accommodations would permit the student to wear a face covering during the school day (examples include, without limitation, face covering breaks at specified intervals, use of face shield when a face covering is contraindicated, use of bandana or looser fitting face covering):

- 
- 
- 

       After consultation with school health supervisory personnel, I have determined that the student cannot wear a face covering during the entire school day due to a verified medical or health reason.

The student has been diagnosed with the following medical condition(s) that prevent the student from wearing a face covering at all times during the school day:

---

—

---

—

---

**\* Documentation supporting the above diagnosis MUST be submitted to the \_\_\_\_\_ Public Schools along with this Medical Verification Form.**

By signing below, I verify that the above information is accurate to the best of my professional knowledge.

\_\_\_\_\_  
Signature of Treating Physician

\_\_\_\_\_  
Date

\_\_\_\_\_  
Print Name of Treating Physician

\_\_\_\_\_  
CT License No.