

**New Hartford Public Schools  
Special Board of Education Meeting  
Antolini School  
Multi-Purpose Room  
January 20, 2022 @ 7:00 p.m.**

[https://www.youtube.com/channel/UCX- ZlomWmjG81dc\\_QM3rfq](https://www.youtube.com/channel/UCX-ZlomWmjG81dc_QM3rfq)

- A. Chair to Open Meeting**
- B. Pledge of Allegiance**
- C. Chair Select Order of Business**
- D. Superintendent's Report**
  - 1. Budget Priorities and Assumptions- 2022-2023**
- E. Public Comment/Communication**
- F. Consent Agenda**
  - 1. Approval of Minutes-December 7, 2021 and December 16, 2021**
  - 2. Expenditure Report**
- G. Reports**
  - 1. Review Policy 5113.2(Students/Attendance/Excused Absences/Truancy)**
  - 2. Review Policy 5144.2(Students/Exclusionary Time Out Settings)**
  - 3. Review Policy 3542.41 (Business/Non-Instructional Operations Professional Standards for Food Service Personnel)**
  - 4. Review Policy 1110.1(Community Relations/Parent Involvement)**
  - 5. Review Policy 6159(Individualized Education Program/Special Education Program)**
  - 6. Review Policy 5113(Attendance/Excuses/Dismissal)**
  - 7. Review Policy 5131.911(Bullying Prevention and Intervention)**
- H. New Business**
  - 1. New Board Member Orientation Update**
  - 2. Board of Education Committee Assignments**
  - 3. Budget Timeline- 2022-2023**
  - 4. April 5, 2022 Board of Education Meeting**
- I. Adjournment**

**You can access the meeting by using the You-Tube code provided above.  
(Masks are required for in-person Board of Education Meetings)**

**New Hartford Public Schools**  
**ASSUMPTIONS**  
**2022-2023 SUPERINTENDENT'S BUDGET**

- ✦ State and Federal financial support of education may not increase.
- ✦ District Enrollment is projected to decrease slightly and increase next school year(2023-2024).
- ✦ Special Education Costs will continue to increase without additional funding from the State of Connecticut.
- ✦ The BOE is committed to maintaining programs to meet the needs of New Hartford students and the community and will be adjusted as the educational needs of students change.
- ✦ Overall certified and non-certified staffing levels will be adjusted based on enrollment/programming/facility considerations. Reduction of 1 teaching position due to smaller Kindergarten enrollment.
- ✦ Increase part time primary schools Health Teacher schedule by .5 to deliver additional social-emotional lessons
- ✦ Provide the appropriate staffing for Curriculum delivery and programming.
- ✦ Purchased services and supply accounts will be adjusted based on documented prices and trends.
- ✦ There are increased responsibilities on the district that are either underfunded or not funded as a result of the demands of state and federal mandates.
- ✦ To realize economy of scale, the Board of Education will fully participate in collaborative services for cost savings, i.e.: fuel oil, staffing, Professional Development training and school supplies.

- ✚ Salary accounts will increase due to negotiated employee contracts.
- ✚ Individual Health insurance costs will increase due to contracted costs with Anthem.
- ✚ Continue to fund Resilience/Inclusion/Student Centered/Excellence Program.
- ✚ Special Education tuition account for out-placed students will reflect costs for New Hartford students currently receiving services outside the school district.
- ✚ The Board of Education will continue to budget for the annual tuition costs for the CREC Magnet School students.
- ✚ Budgetary accounts will be adjusted based upon current and previous budget years (2020-2022).
- ✚ Major initiatives for technology and renovations will be budgeted for in the capital budget.
- ✚ Pupil transportation costs will continue to be a significant cost in the budget.
- ✚ Extended School Year Program will continue to be delivered in district for identified students.
- ✚ Continue to support Oak Hill Program at Antolini School.

**New Hartford Public Schools**  
**PRIORITIES**  
**2022-2023 SUPERINTENDENT'S BUDGET**

- ✚ Ensure that safety and health standards are maintained and enhanced to improve student achievement.
- ✚ Continue to improve safety measures in schools.(Replace Classroom doors)
- ✚ Provide adequate funding for instructional materials for teachers and students.
- ✚ Content area(ELA/Math) curricula will continue to be revised.
- ✚ Provide funding for transition of students to Bakerville Consolidated, New Hartford Elementary and Antolini School
- ✚ Provide adequate funding to support all academic programs and support systems.
- ✚ Continue Social/Emotional program in district. (Ruler Program)
- ✚ Continue to implement grade level interim Math/ELA assessments across district to improve student achievement.
- ✚ Continue funding for Foundations(a multi-sensory and systemic phonics, spelling and handwriting program) in grades PK-4.
- ✚ Continue to implement Heggerty(a phonemic and phonological awareness curriculum) in grades PK-2.



- ✚ Implemented SPIRE Program(multi-sensory/science of reading approach/Tier III)
- ✚ Continue to implement Math Program in grades K-6. (Illustrative Math)
- ✚ Continue to provide Professional Development training for new science curriculum.(Mystery Science)(on-going).
- ✚ Continue collaboration with regional vertical math committee.
- ✚ Continue funding for Pre-K Program.
- ✚ Continue funding for Talented and Gifted program for 4-6 graders at Ann Antolini School.
- ✚ Continue funding for STEAM program in Media/Technology curriculum in grades K-6.
- ✚ Continue Advanced Manufacturing Program for 5<sup>th</sup> and 6<sup>th</sup> graders. Partnership with Goodwin University.
- ✚ Maintain funding to support the arts, music and physical education programs.
- ✚ Support funding to maintain adequate class sizes at all levels of instruction.
- ✚ Continue district wide Poet Laureate Project. (Grades K-6)
- ✚ Continue Unified Sports Program in the district.
- ✚ Continue funding for major technology projects with access and grade-level equity for all students through the capital budget.
- ✚ Continue to provide funding for cyber security prevention.

- ✚ Continue to replace 1-1 electronic devices in district. (Distance Learning)
- ✚ Purchase additional interactive Promethean Boards.
- ✚ Continue painting initiative in primary schools.
- ✚ Continue to revise lunch program(Fresh Picks)
- ✚ Continued commitment to instructional improvement supported by strong professional development initiatives. There will be a focus on providing professional development for the Readers Workshop and new Math programs.
- ✚ Continue to increase classroom libraries for Readers Workshop Program.
- ✚ Continue to update 5 Year District Strategic Plan
- ✚ Continue to amend School Improvement Plans.
- ✚ Update Program Development Plan for Special Education.
- ✚ Continue to revise District 5-Year Curriculum Development Plan
- ✚ Respond to emergency repairs as necessary as a result of aging of equipment and deferred maintenance.
- ✚ Maintenance and custodial accounts need to be replenished every year.
- ✚ Continue to enhance the capacity of the district's outreach communication plans

New Hartford Board of Education  
Regular Meeting – December 7, 2021  
Ann Antolini School @ 7 pm

[https://www.youtube.com/channel/UCX-ZlomWmjG81dc\\_QM3rfg](https://www.youtube.com/channel/UCX-ZlomWmjG81dc_QM3rfg)

**Present:** Vice Chair Karl Hermonat, Secretary Penny Miller, Members: Kelly O'Dell Longhi, Mary Stempien, Tony Persechino, Tim Klepps and Tom Buzzi. Also attending via ZOOM Deirdre Tindall

**Also Present:** Superintendent of Schools Brian Murphy, Director of Student Services Barbara McLean, Curriculum Coordinator Heather Mathes, School Psychologist Jen Harris, Members of the Public Aulay Carlson, Linda Goff and others.

Interim Chair Karl Hermonat opened the meeting at 7:00 pm with the Pledge of Allegiance.

There were no changes to the Order of Business.

**New Business**

**Board of Education / Election of Board Officers**

Interim Chair said as the previous BOE Chairman Tim Goff did not seek re-election a new Board Chair needed to be elected.

The following nominations were made for that position. Mr. Buzzi nominated Tim Klepps. Ms. O'Dell Longhi nominated Karl Hermonat. As no other nominations were made, the vote was as follows:

For Karl Hermonat as Chairman:

*Aye: Miller, O'Dell Longhi, Persechino, Stempien & Hermonat.*

For Tim Klepps as Chairman:

*Aye: Buzzi, Tindall & Klepps.*

Mr. Karl Hermonat was elected as Chairman.

For the position of Vice Chairman, the following nominations were made. Ms. Tindall nominated Tim Klepps, Mr. Klepps nominated Tom Buzzi and Mr. Persechino nominated Ms. O'Dell Longhi.

Mr. Buzzi said if elected he would not accept the position of Vice Chairman. As no other nominations were made, the vote was as follows:

For Ms. O'Dell Longhi as Vice Chairman:

*Aye: Hermonat, Miller, Persechino, Stempien and O'Dell Longhi.*

For Tim Klepps as Vice Chairman:

*Aye: Buzzi, Klepps & Tindall.*

Ms. Kelly O'Dell Longhi was elected as Vice Chairman.

For the position of Secretary Ms. O'Dell Longhi nominated Penny Miller. The vote was as follows:

*Aye: Hermonat, O'Dell Longhi, Stempien, Tindall, Persechino, Miller & Klepps. No Vote: Buzzi.*

Ms. Penny Miller was elected as Secretary.

Discussion and possible action regarding process to fill Board of Education vacancy. Chairman Hermonat said that Board Member Heather Tomala has submitted her resignation to the Board and to the Town Clerk. He continued by saying that per our by-laws the announcement of a board vacancy will occur at the same meeting that the resignation is accepted. Mr. Hermonat said per our By-Law 9221 the procedure is as follows: *The Board will accept a Board member's resignation at a regularly scheduled Board meeting.*

*The announcement of a Board vacancy will occur at the same meeting that the resignation is accepted. This resignation is not official until it is received by the Town Clerk. The Board Chairperson will announce that all interested persons should submit resumes to the Board Chairperson. A press release regarding a Board vacancy will be made and a deadline established for receipt of resumes. All submitted resumes will be mailed to Board members prior to a special meeting.*

*A special meeting of the Board will be held no earlier than seven (7) days and no later than twenty-one (21) days after the resume deadline. Candidates will be invited to speak and answer questions at this special meeting. After all candidates have had the opportunity to address the Board and Board members have questioned the candidates, a vote will be taken to elect a new Board member at that special meeting.*

Mr. Buzzi countered that when Mr. Hermonat was elected to fill a vacant position that the same guidelines were not followed. He said that the board had Mr. Hermonat's endorsement by the DTC and it was never announced to the town. The board accepted your endorsement from the DTC and we accepted you. Mr. Buzzi said that in the minutes from that meeting it wasn't mentioned that there would be a public announcement so that others could apply for the vacancy. He continued that the RTC spent several hours interviewing potential candidates and had submitted their recommendation.

Chairman Hermonat also said that it is the board's decision as to who is elected to fill the vacancy. Just because an endorsement has come from the Republican Town Committee, does not mean that the endorsed person is automatically placed on the board.

***Editor's Note: After consulting with former Chairman Goff, the procedure outlined in our By-Law 9221 was followed when Mr. Hermonat was chosen to fill the vacancy left by Josh Adams' resignation.***

A special BOE meeting will be held on December 16<sup>th</sup> at 6 pm to interview possible candidates and then appoint and vote on a replacement for Ms. Tomala.

A notice will be placed on the school website and in the Waterbury Republican Newspaper inviting candidates, Republicans and Independents, to submit their application to Chairman Hermonat on December 9<sup>th</sup> by 5 pm.

#### **Board of Education Meeting Calendar – 2022**

The Board calendar for 2022 was submitted for approval. A copy can be found on the school website. A paper copy can be obtained at the Supt. of Schools office and with the New Hartford Town Clerk.

**MOTION:** by Ms. Miller to approve the New Hartford Board of Education meeting calendar for 2022. The meetings will be held at 7 pm in the Ann Antolini School. Seconded by Mr. Persechino.

*Aye: Hermonat, O'Dell Longhi, Miller, Stempien, Persechino, Klepps; Opposed: Buzzi, Tindall.*

### **Superintendent's Report**

Supt. Murphy said he was pleased to introduce Curriculum Coordinator Heather Mathes. Ms. Mathes presented the *District Plan For Continuous Improvement of Teaching and Learning*. A copy is available at the Board of Education Office and for viewing at the Town Clerk's Office.

### **Public Comment**

Linda Goff, 291 Maple Hollow Road, said she was one of the RTC committee that interviewed candidates to fill the board's vacancy. They put a lot of time and effort into this and they feel strongly about Tim Russell and that is why he was endorsed.

Aulay Carlson, 455 West Hill Rd, spoke about management. A copy of his letter is available at the Board of Education office and for viewing at the Town Clerk's office.

### **Consent Agenda**

**MOTION:** by Ms. Miller to approve the Consent Agenda as presented. Seconded by Mr. Persechino.

*Aye: Persechino, Buzzi, Klepps, Hermonat, O'Dell Longhi, Miller, Tindall; Abstained: Stempien*

**Editor's Note:** As Ms. Tindall was not a board member at the November 16, 2021 meeting, she was not eligible to vote on the minutes from that meeting.

### **Reports**

Ms. O'Dell Longhi said this was the second read of the following policies:

1. Policy 0200(Mission-Goals-Objectives)
2. Policy 5144(Students/Physical Exercise and Discipline of Students)
3. Policy 3542.43 (Food Service)

**MOTION:** by Ms. O'Dell Longhi to approve Policies 0200, 5144 and 3542.43. Seconded by Ms. Stempien.

*Aye: Buzzi, Persechino, Klepps, Stempien, Hermonat, O'Dell Longhi, Miller; Abstained: Tindall*

Ms. O'Dell Longhi went through the first reading of the following policies:

1. Policy 5113.2(Students/Attendance/Excused Absences/Truancy)
2. Policy 5144.2(Students/Exclusionary Time Out Settings)
3. Policy 3542.41(Business/Non-Instructional Operations/Professional Standards for Food Service Personnel)
4. Policy 1110.1(Community Relations/Parent Involvement)

In Policy 5113.2 the following was added by CAFE: *Mental Health Wellness Day – A student, in order to attend to his/her emotional and psychological well-being, is permitted to take a "mental health wellness day" in lieu of attending school. Such days must be nonconsecutive. Two such days are permitted per school year.*

Mr. Buzzi feels the additional of *Mental Health Wellness Days* isn't the greatest idea in order to have our children educated. Supt. Murphy said this has been quite controversial with many educators in the state. But the state legislature and the CSDE felt over the last couple of years what transpired with

COVID-19 that students need this. He said that Mr. Buzzi was correct that the goal is to have our children in school as much as possible.

**Adjourn**

**MOTION:** by Ms. Miller to adjourn at 8:21 pm, seconded by Mr. Persechino.

*Unanimous*

*Respectfully submitted*  
*Penny Miller, Board Secretary*

**New Hartford Board of Education  
Special Meeting – December 16, 2021**

**Ann Antolini School @ 6:00 pm**

[https://www.youtube.com/channel/UCX-ZlomWmjG81dc\\_QM3rfg](https://www.youtube.com/channel/UCX-ZlomWmjG81dc_QM3rfg)

**Present:** Chairman Hermonat, Vice Chairman Kelly O'Dell Longhi, Secretary Penny Miller, members: Tom Buzzi, Tim Klepps, Tony Persechino, Mary Stempien and via Zoom Deirdre Tindall

**Also Present:** Travis Bonhomme, Robbie Eselby, Mary Beth Greenwood, Linda Fitzgerald and via Zoom Superintendent of Schools Brian Murphy, Erin Kasik & Tim Russell.

Chairman Hermonat opened the meeting at 6:00 pm and asked that those present to stand and recite the Pledge of Allegiance.

Chairman Hermonat said that at the December 16<sup>th</sup> meeting there was some concern that By-Laws 9220 and 9221 were not followed in 2018 when Mr. Hermonat was appointed to the board. Mr. Hermonat said that he contacted then Board Chairman Tim Goff about this and Mr. Goff said they were followed. Mr. Hermonat has that timeline will share it with anyone that would like to see it.

This Special Meeting was being held to determine who would fill the vacancy on the New Hartford Board of Education. The order of interviewing was determined by when they had submitted their resumes. Each of the board members asked various questions of each candidate.

The resumes were received in the following order: Tim Russell, Erin Kasik, Travis Bonhomme & Robbie Eselby. Their resumes can be viewed at the Board of Education office.

The interviews of Tim Russell, Erik Kasik, Travis Bonhomme & Robbie Eselby can be found at:

[https://www.youtube.com/channel/UCX-ZlomWmjG81dc\\_QM3rfg](https://www.youtube.com/channel/UCX-ZlomWmjG81dc_QM3rfg)

Following the interview Chairman Hermonat thanked all the candidates for being there saying they were all great candidates.

The voting was as follows:

Travis Bonhomme

*Aye: Hermonat, Miller, O'Dell Longhi, Stempien, Persechino.*

Tim Russell:

*Aye: Buzzi, Klepps, Tindall*

By a vote of 5 to 3 Travis Bonhomme was voted in as a board member.

**MOTION:** by Ms. Miller and seconded by Ms. Stempien to adjourn the meeting at 7:16 pm

*Unanimous*

*Respectfully submitted, Penny Miller, Board Secretary*

# Town of New Hartford Board of Education

## GENERAL FUND EXPENDITURE RUN

From Date: 1/1/2022

To Date: 1/31/2022

Fiscal Year: 2021-2022

☐ Include pre encumbrance

☐ Print accounts with zero balance

☒ Filter Encumbrance Detail by Date Range

☐ Exclude inactive accounts with zero balance

| Account Number       | Description                           | Budget         | Adjustments | GL Budget      | Current      | YTD            | Balance        | Encumbrance    | Budget Bal   | % Rem   |
|----------------------|---------------------------------------|----------------|-------------|----------------|--------------|----------------|----------------|----------------|--------------|---------|
| 100.1000.111.000.100 | SALARIES, MISC STIPENDS               | \$20,475.00    | \$0.00      | \$20,475.00    | \$0.00       | \$10,212.50    | \$10,262.50    | \$0.00         | \$10,262.50  | 50.12%  |
| 100.1000.111.001.100 | SALARIES, TCHR SUBSTITUTES            | \$57,400.00    | \$0.00      | \$57,400.00    | \$2,976.27   | \$30,764.70    | \$26,635.30    | \$0.00         | \$26,635.30  | 46.40%  |
| 100.1000.111.001.101 | SALARIES, TEACHER IN CHARGE STIPEND   | \$3,900.00     | \$0.00      | \$3,900.00     | \$0.00       | \$1,950.00     | \$1,950.00     | \$0.00         | \$1,950.00   | 50.00%  |
| 100.1000.111.001.117 | SALARIES, REGULAR CLASS TCHR          | \$2,347,149.00 | \$0.00      | \$2,347,149.00 | \$91,725.31  | \$959,231.11   | \$1,387,917.89 | \$1,386,284.27 | \$1,633.62   | 0.07%   |
| 100.1000.112.001.117 | SALARIES, REGULAR CLASS PARAS         | \$136,042.00   | \$0.00      | \$136,042.00   | \$4,087.75   | \$60,701.96    | \$75,340.04    | \$64,748.95    | \$10,591.09  | 7.79%   |
| 100.1000.313.000.100 | CURRICULUM ASSESSMENTS                | \$6,525.00     | \$0.00      | \$6,525.00     | \$0.00       | \$0.00         | \$6,525.00     | \$340.20       | \$6,184.80   | 94.79%  |
| 100.1000.320.000.100 | PURCHASED SERVICES                    | \$13,300.00    | \$0.00      | \$13,300.00    | \$0.00       | \$0.00         | \$13,300.00    | \$658.50       | \$12,641.50  | 95.05%  |
| 100.1000.560.603.120 | CREC Magnet School Tuition            | \$75,000.00    | \$0.00      | \$75,000.00    | \$0.00       | \$71,379.00    | \$3,621.00     | \$0.00         | \$3,621.00   | 4.83%   |
| 100.1000.591.000.100 | TRAVEL                                | \$5,100.00     | \$0.00      | \$5,100.00     | \$237.61     | \$547.62       | \$4,552.38     | \$50.40        | \$4,501.98   | 88.27%  |
| 100.1000.616.000.109 | GIFTED & TALENTED SUPPLIES            | \$2,000.00     | \$0.00      | \$2,000.00     | \$0.00       | \$0.00         | \$2,000.00     | \$0.00         | \$2,000.00   | 100.00% |
| 100.1000.616.001.102 | ART SUPPLIES                          | \$4,760.00     | \$0.00      | \$4,760.00     | \$0.00       | \$527.88       | \$4,232.12     | \$3,544.00     | \$688.12     | 14.46%  |
| 100.1000.616.001.112 | MUSIC - ANTOLINI                      | \$1,700.00     | \$0.00      | \$1,700.00     | \$0.00       | \$1,513.01     | \$186.99       | \$186.99       | \$0.00       | 0.00%   |
| 100.1000.616.001.117 | CLASSROOM/TEACHER                     | \$2,400.00     | \$0.00      | \$2,400.00     | \$0.00       | \$2,058.84     | \$341.16       | \$0.00         | \$341.16     | 14.22%  |
| 100.1000.616.001.118 | PHYSICAL EDUCATION                    | \$1,700.00     | \$0.00      | \$1,700.00     | \$0.00       | \$270.85       | \$1,429.15     | \$13.98        | \$1,415.17   | 83.25%  |
| 100.1000.616.001.119 | GENERAL SUPPLIES                      | \$3,350.00     | \$0.00      | \$3,350.00     | \$479.85     | \$2,493.37     | \$856.63       | \$319.00       | \$537.63     | 16.05%  |
| 100.1000.616.002.112 | MUSIC - BAK & NHES                    | \$1,000.00     | \$0.00      | \$1,000.00     | \$0.00       | \$82.60        | \$917.40       | \$0.00         | \$917.40     | 91.74%  |
| 100.1000.616.002.119 | CENTRAL SUPPLIES                      | \$3,740.00     | \$0.00      | \$3,740.00     | \$418.25     | \$2,753.62     | \$986.38       | \$815.70       | \$170.68     | 4.56%   |
| 100.1000.616.003.106 | SPANISH                               | \$500.00       | \$0.00      | \$500.00       | \$0.00       | \$0.00         | \$500.00       | \$0.00         | \$500.00     | 100.00% |
| 100.1000.641.003.106 | TEXTBOOKS, SPANISH                    | \$0.00         | \$0.00      | \$0.00         | \$0.00       | \$0.00         | \$0.00         | \$138.00       | (\$138.00)   | 0.00%   |
| 100.1000.641.003.109 | LANGUAGE ARTS                         | \$2,752.00     | \$0.00      | \$2,752.00     | \$703.62     | \$1,041.39     | \$1,710.61     | \$1,293.21     | \$417.40     | 15.17%  |
| 100.1000.641.100.114 | SOCIAL STUDIES                        | \$2,500.00     | \$0.00      | \$2,500.00     | \$1,000.00   | \$1,000.00     | \$1,500.00     | \$500.00       | \$1,000.00   | 40.00%  |
| 100.1000.641.200.109 | READING                               | \$7,831.00     | \$0.00      | \$7,831.00     | \$4,480.00   | \$7,310.03     | \$520.97       | \$770.40       | (\$249.43)   | -3.19%  |
| 100.1000.641.200.111 | MATH                                  | \$10,000.00    | \$0.00      | \$10,000.00    | \$1,713.00   | \$4,259.65     | \$5,740.35     | \$1,520.00     | \$4,220.35   | 42.20%  |
| 100.1000.642.001.100 | PERIODICALS                           | \$3,200.00     | \$0.00      | \$3,200.00     | \$0.00       | \$2,526.01     | \$673.99       | \$230.84       | \$443.15     | 13.85%  |
| 100.1000.730.001.119 | EQUIPMENT                             | \$1,200.00     | \$0.00      | \$1,200.00     | \$0.00       | \$1,231.99     | (\$31.99)      | \$0.00         | (\$31.99)    | -2.67%  |
|                      | Func: - 1000                          | \$2,713,524.00 | \$0.00      | \$2,713,524.00 | \$107,821.66 | \$1,161,856.13 | \$1,551,667.87 | \$1,461,414.44 | \$90,253.43  | 3.33%   |
| 100.1200.111.000.120 | SALARIES, CERTIFIED                   | \$777,853.00   | \$17,420.00 | \$795,273.00   | \$32,829.21  | \$334,844.12   | \$460,428.88   | \$449,074.76   | \$11,354.12  | 1.43%   |
| 100.1200.111.001.120 | SALARIES, Director - Student Services | \$106,965.00   | \$0.00      | \$106,965.00   | \$4,114.04   | \$58,118.32    | \$48,846.68    | \$49,368.44    | (\$521.76)   | -0.49%  |
| 100.1200.112.001.100 | SALARIES, PARA SUBSTITUTES            | \$4,500.00     | \$0.00      | \$4,500.00     | \$0.00       | \$4,068.86     | \$431.14       | \$0.00         | \$431.14     | 9.58%   |
| 100.1200.112.001.120 | SALARIES, PARAS                       | \$443,929.00   | \$0.00      | \$443,929.00   | \$20,298.87  | \$189,517.73   | \$254,411.27   | \$255,740.82   | (\$1,329.55) | -0.30%  |
| 100.1200.113.000.120 | SALARIES, SECRETARY, SPED             | \$43,984.00    | \$0.00      | \$43,984.00    | \$1,774.38   | \$20,106.53    | \$23,877.47    | \$21,658.32    | \$2,219.15   | 5.05%   |
| 100.1200.311.000.120 | HOMEBOUND                             | \$1,000.00     | \$0.00      | \$1,000.00     | \$0.00       | \$0.00         | \$1,000.00     | \$0.00         | \$1,000.00   | 100.00% |
| 100.1200.312.000.120 | PUPIL SERVICES                        | \$70,500.00    | \$0.00      | \$70,500.00    | \$35.51      | \$9,349.69     | \$61,150.31    | \$0.00         | \$61,150.31  | 86.74%  |
| 100.1200.313.000.120 | EVALUATIONS & CONSULTS                | \$22,400.00    | \$0.00      | \$22,400.00    | \$2,175.00   | \$3,689.00     | \$18,711.00    | \$0.00         | \$18,711.00  | 83.53%  |



# Town of New Hartford Board of Education

## GENERAL FUND EXPENDITURE RUN

From Date: 1/1/2022

To Date: 1/31/2022

Fiscal Year: 2021-2022

☐ Include pre encumbrance

☐ Print accounts with zero balance

☒ Filter Encumbrance Detail by Date Range

☐ Exclude inactive accounts with zero balance

| Account Number       | Description                     | Budget         | Adjustments | GL Budget      | Current     | YTD          | Balance        | Encumbrance  | Budget Bal   | % Rem   |
|----------------------|---------------------------------|----------------|-------------|----------------|-------------|--------------|----------------|--------------|--------------|---------|
| 100.1200.314.000.120 | TESTING SUPPLIES                | \$4,000.00     | \$0.00      | \$4,000.00     | \$0.00      | \$2,024.05   | \$1,975.95     | \$110.00     | \$1,865.95   | 46.65%  |
| 100.1200.320.000.120 | Purchased Professional Services | \$88,000.00    | \$0.00      | \$88,000.00    | \$2,931.82  | \$21,430.06  | \$66,569.94    | \$35,181.80  | \$31,388.14  | 35.67%  |
| 100.1200.322.000.120 | INSERVICE                       | \$5,450.00     | \$0.00      | \$5,450.00     | \$0.00      | \$3,399.00   | \$2,051.00     | \$981.68     | \$1,069.32   | 19.62%  |
| 100.1200.560.603.120 | TUITION                         | \$420,220.00   | \$6,348.30  | \$426,568.30   | \$15,708.00 | \$170,499.02 | \$256,069.28   | \$5,300.00   | \$250,769.28 | 58.79%  |
| 100.1200.616.000.120 | TEACHING SUPPLIES - SPED        | \$500.00       | \$0.00      | \$500.00       | \$0.00      | \$620.75     | (\$120.75)     | \$0.00       | (\$120.75)   | -24.15% |
| 100.1200.690.000.120 | OFFICE SUPPLIES - SPED          | \$500.00       | \$0.00      | \$500.00       | \$0.00      | \$407.06     | \$92.94        | \$82.16      | \$10.78      | 2.16%   |
| 100.1200.730.000.120 | EQUIPMENT - SPED                | \$3,000.00     | \$0.00      | \$3,000.00     | \$0.00      | \$2,111.12   | \$888.88       | \$601.12     | \$287.76     | 9.59%   |
| 100.1200.890.000.120 | DUES & FEES                     | \$385.00       | \$0.00      | \$385.00       | \$0.00      | \$400.00     | (\$15.00)      | \$0.00       | (\$15.00)    | -3.90%  |
|                      | Func: - 1200                    | \$1,993,186.00 | \$23,768.30 | \$2,016,954.30 | \$79,866.83 | \$820,585.31 | \$1,196,368.99 | \$818,099.10 | \$378,269.89 | 18.75%  |
| 100.1300.560.603.127 | ADULT EDUCATION                 | \$6,615.00     | \$0.00      | \$6,615.00     | \$0.00      | \$6,485.00   | \$130.00       | \$0.00       | \$130.00     | 1.97%   |
|                      | Func: - 1300                    | \$6,615.00     | \$0.00      | \$6,615.00     | \$0.00      | \$6,485.00   | \$130.00       | \$0.00       | \$130.00     | 1.97%   |
| 100.2130.112.000.129 | SALARIES, NURSE                 | \$124,848.00   | \$0.00      | \$124,848.00   | \$6,021.73  | \$54,434.99  | \$70,413.01    | \$70,526.80  | (\$113.79)   | -0.09%  |
| 100.2130.112.001.129 | OVERTIME                        | \$0.00         | \$0.00      | \$0.00         | \$89.44     | \$741.09     | (\$741.09)     | \$0.00       | (\$741.09)   | 0.00%   |
| 100.2130.114.000.100 | SALARIES, SUBSTITUTES           | \$2,000.00     | \$0.00      | \$2,000.00     | \$400.00    | \$3,440.00   | (\$1,440.00)   | \$0.00       | (\$1,440.00) | -72.00% |
| 100.2130.320.000.129 | MEDICAL ADVISOR                 | \$3,000.00     | \$0.00      | \$3,000.00     | \$0.00      | \$3,000.00   | \$0.00         | \$0.00       | \$0.00       | 0.00%   |
| 100.2130.690.000.129 | HEALTH SUPPLIES                 | \$2,800.00     | \$0.00      | \$2,800.00     | \$0.00      | \$1,819.19   | \$980.81       | \$1,301.88   | (\$321.07)   | -11.47% |
| 100.2130.730.000.129 | EQUIPMENT - NURSES              | \$550.00       | \$0.00      | \$550.00       | \$0.00      | \$395.00     | \$155.00       | \$0.00       | \$155.00     | 28.18%  |
|                      | Func: - 2130                    | \$133,198.00   | \$0.00      | \$133,198.00   | \$6,511.17  | \$63,830.27  | \$69,367.73    | \$71,828.68  | (\$2,460.95) | -1.85%  |
| 100.2210.322.000.130 | PARTIAL TUITION REIM.           | \$10,000.00    | \$0.00      | \$10,000.00    | \$0.00      | \$0.00       | \$10,000.00    | \$1,360.00   | \$8,640.00   | 86.40%  |
| 100.2210.324.000.130 | STAFF DEVELOPMENT               | \$12,000.00    | \$0.00      | \$12,000.00    | \$210.00    | \$2,544.46   | \$9,455.54     | \$0.00       | \$9,455.54   | 78.80%  |
| 100.2210.325.000.130 | CURRICULUM WORK                 | \$10,000.00    | \$0.00      | \$10,000.00    | \$0.00      | \$4,228.28   | \$5,771.72     | \$0.00       | \$5,771.72   | 57.72%  |
| 100.2210.590.000.130 | PURCHASED SERVICES              | \$1,000.00     | \$0.00      | \$1,000.00     | \$0.00      | \$0.00       | \$1,000.00     | \$0.00       | \$1,000.00   | 100.00% |
| 100.2210.593.000.130 | PRINTING                        | \$250.00       | \$0.00      | \$250.00       | \$0.00      | \$0.00       | \$250.00       | \$0.00       | \$250.00     | 100.00% |
| 100.2210.617.000.130 | CURRICULUM MATERIALS            | \$4,500.00     | \$0.00      | \$4,500.00     | \$0.00      | \$3,974.11   | \$525.89       | \$0.00       | \$525.89     | 11.69%  |
| 100.2210.618.000.130 | INNOVATIVE TEACHING             | \$500.00       | \$0.00      | \$500.00       | \$0.00      | \$0.00       | \$500.00       | \$0.00       | \$500.00     | 100.00% |
| 100.2210.619.000.130 | PROF. DEVELOP. LIBRARY          | \$1,000.00     | \$0.00      | \$1,000.00     | \$0.00      | \$0.00       | \$1,000.00     | \$0.00       | \$1,000.00   | 100.00% |
| 100.2210.890.000.130 | DUES & FEES                     | \$624.00       | \$0.00      | \$624.00       | \$0.00      | \$0.00       | \$624.00       | \$0.00       | \$624.00     | 100.00% |
|                      | Func: - 2210                    | \$39,874.00    | \$0.00      | \$39,874.00    | \$210.00    | \$10,746.85  | \$29,127.15    | \$1,360.00   | \$27,767.15  | 69.64%  |
| 100.2220.611.001.131 | AV SERVICES                     | \$100.00       | \$0.00      | \$100.00       | \$0.00      | \$0.00       | \$100.00       | \$0.00       | \$100.00     | 100.00% |
| 100.2220.612.001.131 | MEDIA SUPPLIES & SERV - BAK     | \$1,000.00     | \$0.00      | \$1,000.00     | \$0.00      | \$0.00       | \$1,000.00     | \$0.00       | \$1,000.00   | 100.00% |
| 100.2220.612.002.131 | MEDIA SUPPLIES & SERV-NHES      | \$1,000.00     | \$0.00      | \$1,000.00     | \$0.00      | \$0.00       | \$1,000.00     | \$0.00       | \$1,000.00   | 100.00% |
| 100.2220.612.003.131 | MEDIA SUPPLIES & SERV - ANT     | \$2,000.00     | \$0.00      | \$2,000.00     | \$0.00      | \$0.00       | \$2,000.00     | \$377.86     | \$1,622.14   | 81.11%  |
| 100.2220.613.001.131 | AV SUPPLIES - BAK               | \$250.00       | \$0.00      | \$250.00       | \$0.00      | \$0.00       | \$250.00       | \$0.00       | \$250.00     | 100.00% |

# Town of New Hartford Board of Education

## GENERAL FUND EXPENDITURE RUN

From Date: 1/1/2022

To Date: 1/31/2022

Fiscal Year: 2021-2022

☐ Include pre encumbrance

☐ Print accounts with zero balance

☒ Filter Encumbrance Detail by Date Range

☐ Exclude inactive accounts with zero balance

| Account Number       | Description                   | Budget       | Adjustments | GL Budget    | Current    | YTD         | Balance     | Encumbrance | Budget Bal  | % Rem   |
|----------------------|-------------------------------|--------------|-------------|--------------|------------|-------------|-------------|-------------|-------------|---------|
| 100.2220.613.002.131 | AV SUPPLIES - NHES            | \$250.00     | \$0.00      | \$250.00     | \$0.00     | \$0.00      | \$250.00    | \$0.00      | \$250.00    | 100.00% |
| 100.2220.613.003.131 | AV SUPPLIES - ANT             | \$600.00     | \$0.00      | \$600.00     | \$0.00     | \$0.00      | \$600.00    | \$0.00      | \$600.00    | 100.00% |
| 100.2220.619.000.131 | INSTRUCTIONAL SUPPLIES-ANT    | \$200.00     | \$0.00      | \$200.00     | \$0.00     | \$0.00      | \$200.00    | \$0.00      | \$200.00    | 100.00% |
| 100.2220.619.001.131 | INSTRUCTIONAL SUPPLIES-BAK    | \$100.00     | \$0.00      | \$100.00     | \$0.00     | \$0.00      | \$100.00    | \$0.00      | \$100.00    | 100.00% |
| 100.2220.619.002.131 | INSTRUCTIONAL SUPPLIES-NHES   | \$100.00     | \$0.00      | \$100.00     | \$0.00     | \$0.00      | \$100.00    | \$0.00      | \$100.00    | 100.00% |
| 100.2220.641.001.131 | ON-LINE SUBSCRIPTIONS         | \$10,000.00  | \$0.00      | \$10,000.00  | \$0.00     | \$0.00      | \$10,000.00 | \$0.00      | \$10,000.00 | 100.00% |
| 100.2220.642.001.131 | PERIODICALS-BAK               | \$425.00     | \$0.00      | \$425.00     | \$0.00     | \$280.60    | \$144.40    | \$0.00      | \$144.40    | 33.98%  |
| 100.2220.642.002.131 | PERIODICALS-NHES              | \$350.00     | \$0.00      | \$350.00     | \$0.00     | \$310.55    | \$39.45     | \$0.00      | \$39.45     | 11.27%  |
| 100.2220.642.003.131 | PERIODICALS-ANT               | \$900.00     | \$0.00      | \$900.00     | \$0.00     | \$565.56    | \$334.44    | \$0.00      | \$334.44    | 37.16%  |
| 100.2220.643.001.131 | LIBRARY BOOKS - BAK           | \$700.00     | \$0.00      | \$700.00     | \$0.00     | \$0.00      | \$700.00    | \$0.00      | \$700.00    | 100.00% |
| 100.2220.643.002.131 | LIBRARY BOOKS - NHES          | \$500.00     | \$0.00      | \$500.00     | \$0.00     | \$0.00      | \$500.00    | \$0.00      | \$500.00    | 100.00% |
| 100.2220.643.003.131 | LIBRARY BOOKS - ANT           | \$3,550.00   | \$156.64    | \$3,706.64   | \$0.00     | \$0.00      | \$3,706.64  | \$0.00      | \$3,706.64  | 100.00% |
| 100.2220.730.000.131 | EQUIPMENT-LIBRARY             | \$500.00     | \$0.00      | \$500.00     | \$0.00     | \$399.48    | \$100.52    | \$0.00      | \$100.52    | 20.10%  |
| 100.2220.890.001.131 | DUES AND FEES                 | \$679.00     | \$0.00      | \$679.00     | \$0.00     | \$155.00    | \$524.00    | \$0.00      | \$524.00    | 77.17%  |
|                      | Func: - 2220                  | \$23,204.00  | \$156.64    | \$23,360.64  | \$0.00     | \$1,711.19  | \$21,649.45 | \$377.86    | \$21,271.59 | 91.06%  |
| 100.2230.112.000.134 | SALARIES, SUPPORTIVE          | \$67,557.00  | \$0.00      | \$67,557.00  | \$2,604.69 | \$36,465.66 | \$31,091.34 | \$31,256.34 | (\$165.00)  | -0.24%  |
| 100.2230.321.000.134 | TECHNICAL/LICENSES            | \$16,365.00  | \$0.00      | \$16,365.00  | \$0.00     | \$7,626.05  | \$8,738.95  | \$230.00    | \$8,508.95  | 51.99%  |
| 100.2230.324.000.134 | Professional Development      | \$1,500.00   | \$0.00      | \$1,500.00   | \$0.00     | \$0.00      | \$1,500.00  | \$0.00      | \$1,500.00  | 100.00% |
| 100.2230.407.000.134 | REPAIRS/MAINTENANCE           | \$25,750.00  | \$0.00      | \$25,750.00  | \$0.00     | \$9,761.43  | \$15,988.57 | \$1,227.90  | \$14,760.67 | 57.32%  |
| 100.2230.617.000.134 | CURRICULUM SOFTWARE           | \$25,312.00  | \$0.00      | \$25,312.00  | \$0.00     | \$6,540.75  | \$18,771.25 | \$0.00      | \$18,771.25 | 74.16%  |
| 100.2230.690.000.134 | SUPPLIES                      | \$300.00     | \$0.00      | \$300.00     | \$0.00     | \$0.00      | \$300.00    | \$0.00      | \$300.00    | 100.00% |
| 100.2230.730.000.134 | EQUIPMENT                     | \$6,825.00   | \$0.00      | \$6,825.00   | \$0.00     | \$3,995.00  | \$2,830.00  | \$0.00      | \$2,830.00  | 41.47%  |
| 100.2230.890.000.134 | DUES AND FEES                 | \$400.00     | \$0.00      | \$400.00     | \$0.00     | \$0.00      | \$400.00    | \$0.00      | \$400.00    | 100.00% |
|                      | Func: - 2230                  | \$144,009.00 | \$0.00      | \$144,009.00 | \$2,604.69 | \$64,388.89 | \$79,620.11 | \$32,714.24 | \$46,905.87 | 32.57%  |
| 100.2310.112.005.132 | SALARIES, BOARD SECRETARY     | \$1,200.00   | \$0.00      | \$1,200.00   | \$0.00     | \$225.00    | \$975.00    | \$0.00      | \$975.00    | 81.25%  |
| 100.2310.314.005.132 | LEGAL                         | \$28,000.00  | \$0.00      | \$28,000.00  | \$4,900.00 | \$21,022.00 | \$6,978.00  | \$0.00      | \$6,978.00  | 24.92%  |
| 100.2310.690.005.132 | OFFICE SUPPLIES - BOE         | \$1,000.00   | \$0.00      | \$1,000.00   | \$0.00     | \$709.59    | \$290.41    | \$0.00      | \$290.41    | 29.04%  |
| 100.2310.890.005.132 | DUES & FEES - BOE             | \$8,500.00   | \$92.75     | \$8,592.75   | \$132.92   | \$2,161.25  | \$6,431.50  | \$0.00      | \$6,431.50  | 74.85%  |
|                      | Func: - 2310                  | \$38,700.00  | \$92.75     | \$38,792.75  | \$5,032.92 | \$24,117.84 | \$14,674.91 | \$0.00      | \$14,674.91 | 37.83%  |
| 100.2320.111.004.133 | SALARIES, SUPERINTENDENT      | \$166,270.00 | \$0.00      | \$166,270.00 | \$6,287.19 | \$88,020.66 | \$78,249.34 | \$75,446.34 | \$2,803.00  | 1.69%   |
| 100.2320.112.002.113 | BOOKKEEPER                    | \$31,334.00  | \$0.00      | \$31,334.00  | \$1,177.92 | \$16,607.45 | \$14,726.55 | \$14,135.04 | \$591.51    | 1.89%   |
| 100.2320.112.002.133 | SALARIES, ADMINISTRATIVE ASST | \$57,117.00  | \$0.00      | \$57,117.00  | \$2,196.80 | \$30,764.16 | \$26,352.84 | \$26,361.60 | (\$8.76)    | -0.02%  |
| 100.2320.112.004.133 | SALARIES, FISCAL SERVICES     | \$60,507.00  | \$0.00      | \$60,507.00  | \$2,332.80 | \$32,659.20 | \$27,847.80 | \$27,993.60 | (\$145.80)  | -0.24%  |

# Town of New Hartford Board of Education

## GENERAL FUND EXPENDITURE RUN

Fiscal Year: 2021-2022

From Date: 1/1/2022

To Date: 1/31/2022

☐ Include pre encumbrance

☐ Print accounts with zero balance

☒ Filter Encumbrance Detail by Date Range

☐ Exclude inactive accounts with zero balance

| Account Number       | Description                   | Budget       | Adjustments | GL Budget    | Current      | YTD          | Balance      | Encumbrance  | Budget Bal   | % Rem    |
|----------------------|-------------------------------|--------------|-------------|--------------|--------------|--------------|--------------|--------------|--------------|----------|
| 100.2320.113.004.133 | SALARIES, OT-ADM ASST         | \$1,000.00   | \$0.00      | \$1,000.00   | \$105.53     | \$1,620.58   | (\$620.58)   | \$0.00       | (\$620.58)   | -62.06%  |
| 100.2320.320.004.133 | PROF/TECH SERVICES            | \$5,500.00   | \$0.00      | \$5,500.00   | \$0.00       | \$5,657.80   | (\$157.80)   | \$0.00       | (\$157.80)   | -2.87%   |
| 100.2320.324.004.133 | WORKSHOPS/CONFERENCES         | \$1,000.00   | \$0.00      | \$1,000.00   | \$0.00       | \$407.00     | \$593.00     | \$0.00       | \$593.00     | 59.30%   |
| 100.2320.593.004.133 | PRINTING                      | \$250.00     | \$0.00      | \$250.00     | \$0.00       | \$0.00       | \$250.00     | \$0.00       | \$250.00     | 100.00%  |
| 100.2320.642.004.133 | PERIODICALS                   | \$250.00     | \$0.00      | \$250.00     | \$0.00       | \$0.00       | \$250.00     | \$0.00       | \$250.00     | 100.00%  |
| 100.2320.690.004.133 | OFFICE SUPPLIES - C.O.        | \$2,560.00   | \$0.00      | \$2,560.00   | \$10.99      | \$1,086.54   | \$1,473.46   | \$63.86      | \$1,409.60   | 55.06%   |
| 100.2320.693.004.133 | DATA PROCESSING               | \$2,000.00   | \$0.00      | \$2,000.00   | \$0.00       | \$1,220.06   | \$779.94     | \$84.05      | \$695.89     | 34.79%   |
| 100.2320.730.004.133 | EQUIPMENT - C.O.              | \$325.00     | \$0.00      | \$325.00     | \$0.00       | \$374.97     | (\$49.97)    | \$0.00       | (\$49.97)    | -15.38%  |
| 100.2320.890.004.133 | DUES & FEES - C.O.            | \$3,500.00   | \$0.00      | \$3,500.00   | \$0.00       | \$0.00       | \$3,500.00   | \$0.00       | \$3,500.00   | 100.00%  |
|                      | Func: - 2320                  | \$331,613.00 | \$0.00      | \$331,613.00 | \$12,111.23  | \$178,418.42 | \$153,194.58 | \$144,084.49 | \$9,110.09   | 2.75%    |
| 100.2410.111.001.141 | SALARIES, ADMINISTRATORS      | \$247,705.00 | \$0.00      | \$247,705.00 | \$9,450.19   | \$133,302.66 | \$114,402.34 | \$113,402.34 | \$1,000.00   | 0.40%    |
| 100.2410.112.001.141 | SALARIES, ADMINISTRATIVE ASST | \$150,088.00 | \$0.00      | \$150,088.00 | \$5,825.26   | \$71,622.76  | \$78,465.24  | \$74,651.76  | \$3,813.48   | 2.54%    |
| 100.2410.113.001.141 | SALARIES, SECY SUBSTITUTES    | \$1,500.00   | \$0.00      | \$1,500.00   | \$0.00       | \$2,596.80   | (\$1,096.80) | \$0.00       | (\$1,096.80) | -73.12%  |
| 100.2410.690.001.141 | OFFICE SUPPLIES-BAK           | \$1,200.00   | \$0.00      | \$1,200.00   | \$0.00       | \$361.64     | \$838.36     | \$254.93     | \$583.43     | 48.62%   |
| 100.2410.690.002.141 | OFFICE SUPPLIES-NHES          | \$1,200.00   | \$0.00      | \$1,200.00   | \$0.00       | \$172.00     | \$1,028.00   | \$255.93     | \$772.07     | 64.34%   |
| 100.2410.690.003.141 | OFFICE SUPPLIES-ANT           | \$2,600.00   | \$0.00      | \$2,600.00   | \$0.00       | \$1,650.96   | \$949.04     | \$0.00       | \$949.04     | 36.50%   |
| 100.2410.730.001.141 | EQUIPMENT-BAK                 | \$600.00     | \$0.00      | \$600.00     | \$0.00       | \$250.00     | \$350.00     | \$0.00       | \$350.00     | 58.33%   |
| 100.2410.730.002.141 | EQUIPMENT-NHES                | \$600.00     | \$0.00      | \$600.00     | \$0.00       | \$0.00       | \$600.00     | \$1,499.95   | (\$899.95)   | -149.99% |
| 100.2410.730.003.141 | EQUIPMENT-ANT                 | \$800.00     | \$0.00      | \$800.00     | \$0.00       | \$818.71     | (\$18.71)    | \$0.00       | (\$18.71)    | -2.34%   |
| 100.2410.890.001.141 | DUES AND FEES                 | \$1,230.00   | \$0.00      | \$1,230.00   | \$0.00       | \$0.00       | \$1,230.00   | \$0.00       | \$1,230.00   | 100.00%  |
|                      | Func: - 2410                  | \$407,523.00 | \$0.00      | \$407,523.00 | \$15,275.45  | \$210,775.53 | \$196,747.47 | \$190,064.91 | \$6,682.56   | 1.64%    |
| 100.2600.112.001.154 | SALARIES, CUSTODIANS          | \$257,445.00 | \$0.00      | \$257,445.00 | \$9,771.28   | \$140,144.24 | \$117,300.76 | \$113,980.80 | \$3,319.96   | 1.29%    |
| 100.2600.113.001.154 | SALARIES, OVERTIME            | \$7,500.00   | \$0.00      | \$7,500.00   | \$100.65     | \$3,422.10   | \$4,077.90   | \$0.00       | \$4,077.90   | 54.37%   |
| 100.2600.114.001.154 | SALARIES, PART-TIME           | \$5,500.00   | \$0.00      | \$5,500.00   | \$0.00       | \$4,576.00   | \$924.00     | \$0.00       | \$924.00     | 16.80%   |
| 100.2600.115.000.154 | SALARIES, SUBSTITUTES         | \$1,000.00   | \$0.00      | \$1,000.00   | \$0.00       | \$0.00       | \$1,000.00   | \$0.00       | \$1,000.00   | 100.00%  |
| 100.2600.402.000.154 | UTILITIES, REFUSE             | \$110,000.00 | \$0.00      | \$110,000.00 | \$11,812.84  | \$44,180.01  | \$65,819.99  | \$6,408.16   | \$59,411.83  | 54.01%   |
| 100.2600.406.000.154 | EMERGENCY REPAIRS/MAINTENANCE | \$30,900.00  | \$0.00      | \$30,900.00  | \$3,232.00   | \$37,863.66  | (\$6,963.66) | \$1,000.00   | (\$7,963.66) | -25.77%  |
| 100.2600.407.000.154 | MAINTENANCE                   | \$10,800.00  | \$0.00      | \$10,800.00  | \$3,614.87   | \$6,502.44   | \$4,297.56   | \$1,375.88   | \$2,921.68   | 27.05%   |
| 100.2600.431.000.154 | REPAIRS, NON-INSTR EQUIPMENT  | \$4,000.00   | \$0.00      | \$4,000.00   | \$0.00       | \$2,414.26   | \$1,585.74   | \$71.95      | \$1,513.79   | 37.84%   |
| 100.2600.532.001.154 | COMMUNICATIONS                | \$12,000.00  | \$0.00      | \$12,000.00  | \$240.12     | \$6,539.31   | \$5,460.69   | \$0.00       | \$5,460.69   | 45.51%   |
| 100.2600.533.000.154 | INTERNET SERVICE PROVIDER     | \$15,000.00  | \$11,424.24 | \$26,424.24  | (\$1,499.68) | \$8,968.83   | \$17,455.41  | \$2,737.57   | \$14,717.84  | 55.70%   |
| 100.2600.590.000.154 | PROP.INS. & LIAB              | \$42,285.00  | \$0.00      | \$42,285.00  | \$0.00       | \$23,769.93  | \$18,515.07  | \$0.00       | \$18,515.07  | 43.79%   |
| 100.2600.691.001.154 | MAINTENANCE SUPPLIES - BAK    | \$2,623.00   | \$0.00      | \$2,623.00   | \$48.90      | \$1,683.74   | \$939.26     | \$161.57     | \$777.69     | 29.65%   |
| 100.2600.691.002.154 | MAINTENANCE SUPPLIES - NHE    | \$2,623.00   | \$0.00      | \$2,623.00   | \$0.00       | \$2,155.11   | \$467.89     | \$161.58     | \$306.31     | 11.68%   |

# Town of New Hartford Board of Education

## GENERAL FUND EXPENDITURE RUN

From Date: 1/1/2022

To Date: 1/31/2022

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☐ Print accounts with zero balance

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| Account Number       | Description                            | Budget         | Adjustments | GL Budget      | Current      | YTD            | Balance        | Encumbrance    | Budget Bal     | % Rem   |
|----------------------|--|----------------|-------------|----------------|--------------|----------------|----------------|----------------|----------------|---------|
| 100.2600.691.003.154 | MAINTENANCE SUPPLIES - ANT             | \$6,800.00     | \$0.00      | \$6,800.00     | \$54.84      | \$1,283.64     | \$5,516.36     | \$323.16       | \$5,193.20     | 76.37%  |
| 100.2600.692.001.154 | FUEL ENERGY SUPPLIES                   | \$61,775.00    | \$0.00      | \$61,775.00    | \$0.00       | \$61,954.97    | (\$179.97)     | \$0.00         | (\$179.97)     | -0.29%  |
| 100.2600.694.000.154 | PROPANE                                | \$11,000.00    | \$0.00      | \$11,000.00    | \$764.89     | \$764.89       | \$10,235.11    | \$928.65       | \$9,306.46     | 84.60%  |
| 100.2600.731.000.154 | EQUIPMENT, LEASED                      | \$51,000.00    | \$0.00      | \$51,000.00    | \$2,143.06   | \$20,266.56    | \$30,733.44    | \$0.00         | \$30,733.44    | 60.26%  |
|                      | Func: - 2600                           | \$632,251.00   | \$11,424.24 | \$643,675.24   | \$30,283.77  | \$366,489.69   | \$277,185.55   | \$127,149.32   | \$150,036.23   | 23.31%  |
| 100.2602.407.000.154 | SERVICE CONTRACTS                      | \$106,761.00   | \$0.00      | \$106,761.00   | \$2,019.85   | \$29,099.65    | \$77,661.35    | \$3,300.00     | \$74,361.35    | 69.65%  |
|                      | Func: - 2602                           | \$106,761.00   | \$0.00      | \$106,761.00   | \$2,019.85   | \$29,099.65    | \$77,661.35    | \$3,300.00     | \$74,361.35    | 69.65%  |
| 100.2700.510.000.155 | PUPIL TRANS.                           | \$530,334.00   | \$0.00      | \$530,334.00   | \$0.00       | \$162,437.40   | \$367,896.60   | \$379,020.60   | (\$11,124.00)  | -2.10%  |
| 100.2700.511.603.155 | TRANS SPEC ED                          | \$159,455.00   | \$0.00      | \$159,455.00   | \$3,880.00   | \$40,924.20    | \$118,530.80   | \$7,032.44     | \$111,498.36   | 69.92%  |
| 100.2700.511.604.155 | TRANSPORTATION SUMMER                  | \$16,000.00    | \$0.00      | \$16,000.00    | \$0.00       | \$8,448.88     | \$7,551.12     | \$0.00         | \$7,551.12     | 47.19%  |
| 100.2700.512.000.155 | FUEL                                   | \$55,000.00    | \$3,782.32  | \$58,782.32    | \$3,706.24   | \$21,070.33    | \$37,711.99    | \$0.00         | \$37,711.99    | 64.16%  |
|                      | Func: - 2700                           | \$760,789.00   | \$3,782.32  | \$764,571.32   | \$7,586.24   | \$232,880.81   | \$531,690.51   | \$386,053.04   | \$145,637.47   | 19.05%  |
| 100.2800.530.000.156 | POSTAGE                                | \$6,000.00     | \$0.00      | \$6,000.00     | \$0.00       | \$3,011.40     | \$2,988.60     | \$0.00         | \$2,988.60     | 49.81%  |
| 100.2800.533.000.156 | ADVERTISING                            | \$1,000.00     | \$0.00      | \$1,000.00     | \$0.00       | \$0.00         | \$1,000.00     | \$0.00         | \$1,000.00     | 100.00% |
|                      | Func: - 2800                           | \$7,000.00     | \$0.00      | \$7,000.00     | \$0.00       | \$3,011.40     | \$3,988.60     | \$0.00         | \$3,988.60     | 56.98%  |
| 100.6100.201.000.161 | MEDICAL & DENTAL INSURANCE             | \$1,120,386.00 | \$33,945.24 | \$1,154,331.24 | \$78,301.73  | \$706,943.07   | \$447,388.17   | \$0.00         | \$447,388.17   | 38.76%  |
| 100.6100.204.000.161 | LIFE INSURANCE                         | \$16,962.00    | \$0.00      | \$16,962.00    | \$1,315.38   | \$10,046.28    | \$6,915.72     | \$0.00         | \$6,915.72     | 40.77%  |
| 100.6100.205.000.161 | SOCIAL SECURITY                        | \$90,215.00    | \$0.00      | \$90,215.00    | \$3,790.40   | \$44,094.65    | \$46,120.35    | \$749.33       | \$45,371.02    | 50.29%  |
| 100.6100.206.000.161 | MEDICARE                               | \$70,338.00    | \$0.00      | \$70,338.00    | \$2,857.61   | \$32,455.71    | \$37,882.29    | \$404.62       | \$37,477.67    | 53.28%  |
| 100.6100.209.000.161 | TOWN PENSION FUND                      | \$141,722.00   | \$0.00      | \$141,722.00   | \$0.00       | \$151,997.00   | (\$10,275.00)  | \$0.00         | (\$10,275.00)  | -7.25%  |
| 100.6100.209.001.161 | Deferred Comp Expense                  | \$13,700.00    | \$0.00      | \$13,700.00    | \$575.59     | \$7,146.39     | \$6,553.61     | \$116.64       | \$6,436.97     | 46.99%  |
| 100.6100.211.000.161 | TSA                                    | \$10,500.00    | \$0.00      | \$10,500.00    | \$420.00     | \$5,880.00     | \$4,620.00     | \$4,620.00     | \$0.00         | 0.00%   |
| 100.6100.214.000.161 | UNEMPLOYMENT COMP.                     | \$3,500.00     | \$0.00      | \$3,500.00     | \$0.00       | \$490.89       | \$3,009.11     | \$0.00         | \$3,009.11     | 85.97%  |
| 100.6100.215.000.161 | WORKMENS COMP                          | \$60,000.00    | \$0.00      | \$60,000.00    | \$0.00       | \$31,294.14    | \$28,705.86    | \$0.00         | \$28,705.86    | 47.84%  |
| 100.6100.217.000.161 | ADMIN. TRAVEL                          | \$3,500.00     | \$0.00      | \$3,500.00     | \$539.84     | \$539.84       | \$2,960.16     | \$0.00         | \$2,960.16     | 84.58%  |
|                      | Func: - 6100                           | \$1,530,823.00 | \$33,945.24 | \$1,564,768.24 | \$87,800.55  | \$990,887.97   | \$573,880.27   | \$5,890.59     | \$567,989.68   | 36.30%  |
|                      | Fund: General Fund - 100               | \$8,869,070.00 | \$73,169.49 | \$8,942,239.49 | \$357,124.36 | \$4,165,284.95 | \$4,776,954.54 | \$3,242,336.67 | \$1,534,617.87 | 17.16%  |
| 120.1202.100.105.120 | Title I SALARIES 2022                  | \$1,537.61     | \$0.00      | \$1,537.61     | \$0.00       | \$1,537.61     | \$0.00         | \$0.00         | \$0.00         | 0.00%   |
| 120.1202.600.000.120 | Title I SUPPLIES 2021                  | \$248.00       | \$0.00      | \$248.00       | \$0.00       | \$0.00         | \$248.00       | \$0.00         | \$248.00       | 100.00% |
| 120.1202.600.105.120 | Title I SUPPLIES 2022 Homeless Student | \$250.00       | \$0.00      | \$250.00       | \$0.00       | \$0.00         | \$250.00       | \$0.00         | \$250.00       | 100.00% |
| 120.1202.700.105.120 | Title I SALARIES 2023                  | \$18,127.00    | \$0.00      | \$18,127.00    | \$1,290.15   | \$2,770.65     | \$15,356.35    | \$14,695.54    | \$660.81       | 3.65%   |
| 120.1202.730.105.120 | Title I SUPPLIES 2023                  | \$295.00       | \$0.00      | \$295.00       | \$0.00       | \$0.00         | \$295.00       | \$0.00         | \$295.00       | 100.00% |
|                      | Func: - 1202                           | \$20,457.61    | \$0.00      | \$20,457.61    | \$1,290.15   | \$4,308.26     | \$16,149.35    | \$14,695.54    | \$1,453.81     | 7.11%   |

# Town of New Hartford Board of Education

## GENERAL FUND EXPENDITURE RUN

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| Account Number                                   | Description                                      | Budget       | Adjustments | GL Budget    | Current    | YTD         | Balance     | Encumbrance | Budget Bal   | % Rem   |
|--|--|--------------|-------------|--------------|------------|-------------|-------------|-------------|--------------|---------|
| Fund: Title I - Personal Services/Salaries - 120 |  | \$20,457.61  | \$0.00      | \$20,457.61  | \$1,290.15 | \$4,308.26  | \$16,149.35 | \$14,695.54 | \$1,453.81   | 7.11%   |
| 200.1201.100.005.102                             | Title II SALARIES 2022                           | \$555.96     | \$0.00      | \$555.96     | \$0.00     | \$555.96    | \$0.00      | \$0.00      | \$0.00       | 0.00%   |
| 200.1201.200.005.102                             | Title II Salaries & PD 2023                      | \$6,962.00   | \$0.00      | \$6,962.00   | \$1,182.79 | \$2,549.79  | \$4,412.21  | \$5,942.96  | (\$1,530.75) | -21.99% |
| 200.1201.201.005.102                             | Title II Supplies 2023                           | \$250.00     | \$0.00      | \$250.00     | \$0.00     | \$0.00      | \$250.00    | \$0.00      | \$250.00     | 100.00% |
|  | Func: - 1201                                     | \$7,767.96   | \$0.00      | \$7,767.96   | \$1,182.79 | \$3,105.75  | \$4,662.21  | \$5,942.96  | (\$1,280.75) | -16.49% |
|  | Fund: Title II Grant - 200                       | \$7,767.96   | \$0.00      | \$7,767.96   | \$1,182.79 | \$3,105.75  | \$4,662.21  | \$5,942.96  | (\$1,280.75) | -16.49% |
| 300.1205.321.001.120                             | IDEA 619 TUTOR INSTRUCT Pre K 6/30/2023          | \$4,000.00   | \$0.00      | \$4,000.00   | \$0.00     | \$4,000.00  | \$0.00      | \$0.00      | \$0.00       | 0.00%   |
| 300.1205.323.001.120                             | IDEA 619 PUPIL SERV- OT Pre K/K 6/30/2023        | \$2,000.00   | \$0.00      | \$2,000.00   | \$0.00     | \$1,923.75  | \$76.25     | \$0.00      | \$76.25      | 3.81%   |
| 300.1205.323.002.120                             | IDEA 619 PUPIL SERV- PT Pre K/K 6/30/2023        | \$2,000.00   | \$0.00      | \$2,000.00   | \$0.00     | \$1,406.25  | \$593.75    | \$393.75    | \$200.00     | 10.00%  |
| 300.1205.323.003.120                             | IDEA 619 PUPIL SERV- BCBA cost Pre K/K 6/30/2023 | \$500.00     | \$0.00      | \$500.00     | \$0.00     | \$0.00      | \$500.00    | \$0.00      | \$500.00     | 100.00% |
| 300.1205.730.003.120                             | IDEA 619 -EQUIPMENT Pre K/K 6/30/2023            | \$472.00     | \$0.00      | \$472.00     | \$0.00     | \$442.92    | \$29.08     | \$29.08     | \$0.00       | 0.00%   |
|  | Func: - 1205                                     | \$8,972.00   | \$0.00      | \$8,972.00   | \$0.00     | \$7,772.92  | \$1,199.08  | \$422.83    | \$776.25     | 8.65%   |
|  | Fund: IDEA 619 - 300                             | \$8,972.00   | \$0.00      | \$8,972.00   | \$0.00     | \$7,772.92  | \$1,199.08  | \$422.83    | \$776.25     | 8.65%   |
| 301.1205.730.003.120                             | ARP IDEA 619 PRE-K & K EQUIP expires 6/30/2023   | \$1,810.00   | \$0.00      | \$1,810.00   | \$0.00     | \$0.00      | \$1,810.00  | \$0.00      | \$1,810.00   | 100.00% |
|  | Func: - 1205                                     | \$1,810.00   | \$0.00      | \$1,810.00   | \$0.00     | \$0.00      | \$1,810.00  | \$0.00      | \$1,810.00   | 100.00% |
|  | Fund: ARP 619 - 301                              | \$1,810.00   | \$0.00      | \$1,810.00   | \$0.00     | \$0.00      | \$1,810.00  | \$0.00      | \$1,810.00   | 100.00% |
| 400.1208.111.002.120                             | IDEA 611 -Salaries SPED CERTIFIED 6/30/2023      | \$50,399.00  | \$0.00      | \$50,399.00  | \$1,940.42 | \$19,352.18 | \$31,046.82 | \$31,046.74 | \$0.08       | 0.00%   |
| 400.1208.112.004.120                             | IDEA 611 Pupil Serv- OT 6/30/2023                | \$25,000.00  | \$0.00      | \$25,000.00  | \$0.00     | \$15,261.75 | \$9,738.25  | \$1,432.50  | \$8,305.75   | 33.22%  |
| 400.1208.112.005.120                             | IDEA 611- Pupil Serv- PT 6/30/2023               | \$15,000.00  | \$0.00      | \$15,000.00  | \$0.00     | \$1,068.75  | \$13,931.25 | \$710.00    | \$13,221.25  | 88.14%  |
| 400.1208.112.006.120                             | IDEA 611- Pupil Serv- BCBA costs 6/30/2023       | \$10,000.00  | \$0.00      | \$10,000.00  | \$0.00     | \$355.00    | \$9,645.00  | \$0.00      | \$9,645.00   | 96.45%  |
| 400.1208.112.009.120                             | IDEA 611- Student Transp 6/30/2023               | \$2,000.00   | \$0.00      | \$2,000.00   | \$0.00     | \$2,000.00  | \$0.00      | \$0.00      | \$0.00       | 0.00%   |
| 400.1208.600.001.120                             | IDEA 611-Multi Sensory Supplies 6/30/2023        | \$584.00     | \$0.00      | \$584.00     | \$0.00     | \$584.00    | \$0.00      | \$0.00      | \$0.00       | 0.00%   |
| 400.1208.730.000.120                             | IDEA 611 EQUIPMENT 6/30/2022                     | \$412.00     | \$0.00      | \$412.00     | \$0.00     | \$410.85    | \$1.15      | \$0.00      | \$1.15       | 0.28%   |
| 400.1208.730.001.120                             | IDEA 611- EQUIPMENT 6/30/2023                    | \$1,000.00   | \$0.00      | \$1,000.00   | \$0.00     | \$0.00      | \$1,000.00  | \$0.00      | \$1,000.00   | 100.00% |
|  | Func: - 1208                                     | \$104,395.00 | \$0.00      | \$104,395.00 | \$1,940.42 | \$39,032.53 | \$65,362.47 | \$33,189.24 | \$32,173.23  | 30.82%  |
|  | Fund: IDEA 611 - 400                             | \$104,395.00 | \$0.00      | \$104,395.00 | \$1,940.42 | \$39,032.53 | \$65,362.47 | \$33,189.24 | \$32,173.23  | 30.82%  |
| 401.1201.002.105.120                             | ARP IDEA 611 Tuition ends 6/30/2023              | \$18,652.00  | \$0.00      | \$18,652.00  | \$0.00     | \$0.00      | \$18,652.00 | \$0.00      | \$18,652.00  | 100.00% |
|  | Func: - 1201                                     | \$18,652.00  | \$0.00      | \$18,652.00  | \$0.00     | \$0.00      | \$18,652.00 | \$0.00      | \$18,652.00  | 100.00% |
|  | Fund: ARP 611 - 401                              | \$18,652.00  | \$0.00      | \$18,652.00  | \$0.00     | \$0.00      | \$18,652.00 | \$0.00      | \$18,652.00  | 100.00% |
| 410.1201.001.101.120                             | REAP Grant 12/30/2022 #358A201568                | \$28,753.98  | \$0.00      | \$28,753.98  | \$7,247.00 | \$24,818.64 | \$3,935.34  | \$0.00      | \$3,935.34   | 13.69%  |
| 410.1201.001.102.120                             | REAP Grant 12/30/2023 #358A210692                | \$41,522.00  | \$0.00      | \$41,522.00  | \$169.30   | \$4,537.11  | \$36,984.89 | \$0.00      | \$36,984.89  | 89.07%  |



# Town of New Hartford Board of Education

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| Account Number       | Description                                       | Budget                | Adjustments        | GL Budget             | Current             | YTD                   | Balance               | Encumbrance           | Budget Bal            | % Rem         |
|----------------------|---|-----------------------|--------------------|-----------------------|---------------------|-----------------------|-----------------------|-----------------------|-----------------------|---------------|
|                      | Func: - 1201                                      | \$70,275.98           | \$0.00             | \$70,275.98           | \$7,416.30          | \$29,355.75           | \$40,920.23           | \$0.00                | \$40,920.23           | 58.23%        |
|                      | Fund: REAP Grant - 410                            | \$70,275.98           | \$0.00             | \$70,275.98           | \$7,416.30          | \$29,355.75           | \$40,920.23           | \$0.00                | \$40,920.23           | 58.23%        |
| 414.1201.000.101.120 | Esser II Bonus Dyslexia Tutor Salary expi 6/30/23 | \$4,550.00            | \$0.00             | \$4,550.00            | \$0.00              | \$0.00                | \$4,550.00            | \$0.00                | \$4,550.00            | 100.00%       |
| 414.1201.001.100.120 | Esser II Bonus Tutor SALARIES expires 6/30/2023   | \$25,000.00           | \$0.00             | \$25,000.00           | \$0.00              | \$0.00                | \$25,000.00           | \$0.00                | \$25,000.00           | 100.00%       |
|                      | Func: - 1201                                      | \$29,550.00           | \$0.00             | \$29,550.00           | \$0.00              | \$0.00                | \$29,550.00           | \$0.00                | \$29,550.00           | 100.00%       |
|                      | Fund: Esser II Bonus - 414                        | \$29,550.00           | \$0.00             | \$29,550.00           | \$0.00              | \$0.00                | \$29,550.00           | \$0.00                | \$29,550.00           | 100.00%       |
| 415.1201.002.102.120 | ESSER II Funds 9/30/2023 Tutor Salaries           | \$49,161.00           | \$0.00             | \$49,161.00           | \$2,244.40          | \$20,427.40           | \$28,733.60           | \$28,139.95           | \$593.65              | 1.21%         |
| 415.1201.002.103.120 | ESSER II Funds 9/30/2023 ESY STAFFING             | \$3,963.00            | \$0.00             | \$3,963.00            | \$0.00              | \$3,963.00            | \$0.00                | \$0.00                | \$0.00                | 0.00%         |
| 415.1201.002.104.120 | ESSER II STATE SET ASIDE 9/30/2023 ESY STAFFING   | \$6,037.00            | \$0.00             | \$6,037.00            | \$0.00              | \$6,037.00            | \$0.00                | \$0.00                | \$0.00                | 0.00%         |
| 415.1201.002.105.120 | ARP ESSER 9/30/2024 Tutor Salaries                | \$119,394.00          | \$0.00             | \$119,394.00          | \$1,139.16          | \$11,488.12           | \$107,905.88          | \$14,930.30           | \$92,975.58           | 77.87%        |
|                      | Func: - 1201                                      | \$178,555.00          | \$0.00             | \$178,555.00          | \$3,383.56          | \$41,915.52           | \$136,639.48          | \$43,070.25           | \$93,569.23           | 52.40%        |
|                      | Fund: Esser Fund - 415                            | \$178,555.00          | \$0.00             | \$178,555.00          | \$3,383.56          | \$41,915.52           | \$136,639.48          | \$43,070.25           | \$93,569.23           | 52.40%        |
| 444.1004.600.300.144 | TITLE IV PURCH SERVICES JUNE 2022                 | \$242.00              | \$0.00             | \$242.00              | \$0.00              | \$0.00                | \$242.00              | \$0.00                | \$242.00              | 100.00%       |
| 444.1004.600.301.144 | TITLE IV PURCH SERVICES JUNE 2023                 | \$10,000.00           | \$0.00             | \$10,000.00           | \$0.00              | \$0.00                | \$10,000.00           | \$0.00                | \$10,000.00           | 100.00%       |
|                      | Func: - 1004                                      | \$10,242.00           | \$0.00             | \$10,242.00           | \$0.00              | \$0.00                | \$10,242.00           | \$0.00                | \$10,242.00           | 100.00%       |
|                      | Fund: TITLE IV - 444                              | \$10,242.00           | \$0.00             | \$10,242.00           | \$0.00              | \$0.00                | \$10,242.00           | \$0.00                | \$10,242.00           | 100.00%       |
| 600.9000.001.401.199 | RETIREMENT 1%                                     | \$0.00                | \$0.00             | \$0.00                | \$15,353.27         | \$0.00                | \$0.00                | \$0.00                | \$0.00                | 0.00%         |
| 600.9000.015.504.199 | PHOENIX MUTUAL                                    | \$0.00                | \$0.00             | \$0.00                | \$248.12            | \$0.00                | \$0.00                | \$0.00                | \$0.00                | 0.00%         |
| 600.9000.021.501.199 | ADM-HOSP.   | \$0.00                | \$0.00             | \$0.00                | \$15,070.43         | \$0.00                | \$0.00                | \$0.00                | \$0.00                | 0.00%         |
| 600.9000.026.502.199 | DENTAL  | \$0.00                | \$0.00             | \$0.00                | \$875.01            | \$0.00                | \$0.00                | \$0.00                | \$0.00                | 0.00%         |
|                      | Func: - 9000                                      | \$0.00                | \$0.00             | \$0.00                | \$31,546.83         | \$0.00                | \$0.00                | \$0.00                | \$0.00                | 0.00%         |
|                      | Fund: Payroll Deductions - 600                    | \$0.00                | \$0.00             | \$0.00                | \$31,546.83         | \$0.00                | \$0.00                | \$0.00                | \$0.00                | 0.00%         |
| <b>Grand Total:</b>  |   | <b>\$9,319,747.55</b> | <b>\$73,169.49</b> | <b>\$9,392,917.04</b> | <b>\$403,884.41</b> | <b>\$4,290,775.68</b> | <b>\$5,102,141.36</b> | <b>\$3,339,657.49</b> | <b>\$1,762,483.87</b> | <b>18.76%</b> |

End of Report

*Existing policy with necessary modification based on P.A. 21-461.*

## Students

### Attendance, Excused Absences and Truancy

Connecticut state law requires parents to cause their children to attend school regularly during the hours and terms the public school is in session. The responsibility for regular attendance rests with the students' parents, guardians or with the students themselves when they become of legal age.

A student is considered to be "in attendance" if present at his/her assigned school, or an activity sponsored by the school (e.g., field trip), for at least half of the regular school day. A student who is serving an out-of-school suspension or expulsion should always be considered absent.

The New Hartford Board of Education establishes two levels of criteria for an absence to be considered an excused absence (see table below).

| Level | Total # of Days Absent* | Acceptable Reasons for a Student Absence to be Considered Excused   | Documentation Required Within 10 Days  |
|-------|-------------------------|---|--|
| 1     | One through nine        | Any reason that the student's parent or guardian approves.  | Parent or guardian notification  |
| 2     | Ten and above           | <ul style="list-style-type: none"> <li>• Student illness (<i>Note: to be deemed excused, an appropriately licensed medical professional must verify all student illness absences, regardless of the absence's length</i>).</li> <li>• Student's observance of a religious holiday.</li> <li>• Death in the student's family or other emergency beyond the control of the student's family.</li> <li>• Mandated court appearances (additional documentation required).</li> <li>• The lack of transportation that is normally provided by a district other than the one the student attends (parental documentation is not required for this reason).</li> <li>• Extraordinary educational opportunities pre-approved by district administrators. (Opportunities must meet certain criteria.)</li> </ul> | Parent or guardian note and in some cases additional documentation (see details of specific reason). |

*\*Note: The total number of days absent includes both excused and unexcused absences.*

It is important to note that while the first nine absences in a school year can be deemed excused for any reason the parent or guardian provides, the tenth and each subsequent absence establish a more stringent and specific set of reasons for the absence to qualify as excused.

## **Students**

### **Attendance, Excused Absences and Truancy (continued)**

#### **Release of Student During School Day**

The Board recognizes the need for students to be in school for the full instructional day. It is encouraged that early dismissal should be required only in emergency situations.

Dismissal before the normal end of the school day must be in writing.

Students who become ill during the school day may be excused by the school nurse, and transportation home will be arranged by school personnel and parent or legal guardian.

#### **Excused Absences for Children of Service Members**

An enrolled student, age four to thirteen, inclusive, whose parent or legal guardian is an active duty member of the armed forces, as defined in section 27-103, and has been called to duty for, is on leave from, or has immediately returned from deployment to a combat zone or combat support posting, shall be granted ten days of excused absences in any school year and, at the discretion of the Board of Education, additional excused absences to visit such child's parent or legal guardian with respect to such leave or deployment of the parent or legal guardian. In the case of such excused absences such child and parent or legal guardian shall be responsible for obtaining assignments from the student's teacher prior to any period of excused absence, and for ensuring that such assignments are completed by such child prior to his or her return to school from such period of excused absence.

#### **Mental Health Wellness Day**

A student, in order to attend to his/her emotional and psychological well-being, is permitted to take a "mental health wellness day" in lieu of attending school. Such days must be nonconsecutive. Two such days are permitted per school year.

#### **Truancy**

Regular attendance and punctuality are expected from all children enrolled in our schools. By statute, responsibility for assuring that students attend school rests with the parent or legal guardian having control of the child. Every effort must be made to keep absences and tardiness to a minimum. To assist parent(s) or legal guardian in meeting this responsibility, the Board of Education has developed the following procedures regarding students ages five (5) to eighteen (18) inclusive.

1. Annually notify parent(s) or legal guardian having control of each child enrolled, ages four (4) to thirteen (13), inclusive in writing of the obligations of the parent or legal guardian pursuant to student attendance (C.G.S. 10-184).



## Students

### Attendance, Excused Absences and Truancy

#### Truancy (continued)

2. Obtain from each parent or legal guardian having control of an enrolled child a telephone number or other means of contacting such parent or legal guardian during the school day.
3. Establish a system for monitoring student's individual absences/tardies.
4. Notify, by telephone, the parent(s) or legal guardian whenever a child fails to report to school on a regularly scheduled school day and no indication has been received by school personnel that the child's parent(s) or legal guardian is aware of the student's absence.

The required notice shall include a warning that two unexcused absences from school in one month or five unexcused absences in a school year may result in a complaint filed with the Superior Court alleging the belief that the acts or omissions of the child are such that the child's family is a family with service needs.

5. Identify a student as "truant" when the student has four (4) unexcused absences in any one month or ten (10) unexcused absences in any school year.
6. Hold a meeting with appropriate staff and the parent(s) or legal guardian of the child identified as a "truant" within ten (10) days of such designation to review the reasons for the truant behavior and to evaluate the situation.
7. Referral will be made to the Pupil Placement Team (PPT) to determine whether or not an education evaluation is appropriate, prior to filing a written complaint with the Superior Court.
8. File a written complaint, by the Superintendent or designee with the Superior Court alleging that the acts or omissions of any child identified as a "truant" are such that the student's family is a "family with service needs" if the parent(s) or legal guardian of the child identified as "truant" fails.
  - a. To attend the required meeting to evaluate why the child is truant, or
  - b. To cooperate with the school in trying to solve the truancy problem.
  - c. Such filing shall occur not later than fifteen (15) calendar days after such failure to attend the required meeting or such failure to cooperate with the school in trying to solve the truancy problem.

9. Provide for the coordination of services and refer enrolled students who are truant to community agencies providing child and family services.

A student who is identified as "truant" may be subject to the following consequences:

- a. Promotion to the next grade may be contingent upon the student successfully completing a summer school program.
- b. The student may be retained in the same grade in order to acquire the skills necessary for promotion to the next grade level.

## **Students**

### **Attendance, Excused Absences and Truancy**

#### **Chronic Absenteeism**

The Board of Education, in compliance with statute, requires the establishment of attendance review teams when chronic absenteeism rates in the District or at individual schools in the District meet the following circumstances:

1. A District team must be established when the District's chronic absenteeism rate is 10 percent or higher.
2. A school team must be established when the school chronic absenteeism rate is 15 percent or higher.
3. A team for either the District or each school must be established when (a) more than one school in the District has a school chronic absenteeism rate of 15 percent or higher or (b) a District has a District chronic absenteeism rate of 10 percent or higher and one or more schools in the District have a school chronic absenteeism rate of 15 percent or higher.

The membership of attendance review teams may consist of school administrators, guidance counselors, school counselors, school social workers, teachers, chronically absent children, parents or guardians of chronically absent children, and representatives from community-based programs who address issues related to student attendance by providing programs and services to truants

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

In the calculation of the District's chronic absenteeism rate and the school chronic absenteeism rate, a student's engagement, in grades 9-12, in remote virtual learning shall be excluded if such engagement accounts for not less than one-half of the school day. In addition, the calculation of chronic absenteeism rates shall exclude absence resulting from a student taking a mental health day pursuant to P.A. 21-46.

The District shall utilize the chronic absenteeism prevention and intervention plan developed by the State Department of Education when it becomes available. Such plan must include the means for collecting and analyzing data relating to student attendance, truancy and chronic absenteeism. The data must be disaggregated by school district, school grades and subgroups such as race, ethnicity, gender, eligibility for free and reduced priced lunches, students whose primary language is no English, and student with disabilities.

## Students

### Attendance, Excused Absences and Truancy

#### Chronic Absenteeism

The District shall annually include in information for the strategic school profile report for each school and the District that submitted to the Commissioner of Education, data pertaining to truancy and chronically absent children.

The Principal or his/her designee of any elementary or middle school located in a town/city designated as an alliance district may refer to the children's truancy clinic established by the Probate Court serving the town/city, a parent/guardian with a child defined as a truant or who is at risk of becoming a truant. (An attendance officer or a police officer shall deliver the citation and summons and a copy of the referral to the parent/guardian.)

Legal Reference: Connecticut General Statutes  
 10-184 Duties of parents (as amended by PA 98-243 and PA 00-157)  
 10-198a Policies and procedures concerning truants (as amended by PA 00-157, PA 11-136, ~~An Act Concerning Minor Revisions to the Education Statutes and~~ PA 14-198, and PA 16-147 ~~An Act Concerning Excused Absences from School for Children of Service Members.~~)  
 10-199 through 10-202 Attendance, truancy in general (Revised 1995- PA 95-304)  
 10-221(b) Board of education to prescribe rules  
*Campbell v New Milford*, 193 Conn 93 (1984).  
*Action taken by State Board of Education on January 2, 2008, to define "attendance."*  
*Action taken by the State Board of Education on June 27 2012 to define "excused" and "unexcused" absences.*  
 10-198b State Board of Education to define "excused absence", "unexcused absence", and "disciplinary absences" (as amended by PA 21-46)  
 10-198c Attendance review teams (as amended by PA 17-14)  
 10-198d Chronic absenteeism (as amended by PA 18-182)  
 10-198e Identification of truancy identification models (as amended by PA 18-182)

Policy adopted: March 10, 2014  
 Policy revised: June 16, 2015  
 Policy revised:

NEW HARTFORD PUBLIC SCHOOLS  
 New Hartford, Connecticut

*A new and mandated policy to consider. This can also be covered in policy #5144.1, but with less specificity.*

## **Students**

### **Use of Exclusionary Time Out Settings**

The Board of Education (Board) recognizes that the use of exclusionary time out may be an effective method of behavior intervention for some students. A time out setting used for an exclusionary time out is an area for a student to safely deescalate, regain control, and prepare to meet expectations to return to his/her educational program. The time out setting offers a quiet place to be used when students are overwhelmed, experiencing over-stimulation or are out of control.

### **OR**

The Board of Education (Board) acknowledges that behavior management practices for students may sometimes include the use of exclusionary time out settings. A time out setting is an area for a student to safely deescalate, self-regulate, self-calm, regain control and prepare to meet expectations to return to his/her educational program. A time out setting shall only be used in conjunction with a behavior management program which teaches and reinforces acceptable behaviors, except where it is necessary to remove a student from a potentially dangerous situation or an unanticipated situation.

### **Definitions**

**Exclusionary time out** means a temporary, continuously monitored separation of a student from an ongoing activity in a non-locked setting, for the purpose of calming such student or deescalating such student's behavior.

**Seclusion** means the involuntary confinement of a student in a room, physically prevented from leaving. Seclusion does not include an exclusionary time out.

**Physical restraint** means any mechanical or personal restriction that immobilizes or reduces the free movement of a person's arms, legs or head, including, but not limited to, carrying or forcibly moving a person from one location to another. Excluded from this definition is briefly holding a person in order to calm or comfort the person; restraint involving the minimum contact necessary to safely escort a person from one area to another; medical devices including but not limited to, supports prescribed by a health care provider to achieve proper body position or balance; helmets or other protective gear used to protect a person from injuries due to a fall; helmets, mitts and similar devices used to prevent self-injury when the device is part of a documented treatment plan or individualized education program pursuant to Connecticut's special education laws or prescribed or recommended by a medical professional and is the least restrictive means to prevent such self-injury or an exclusionary timeout.

## **Students**

### **Use of Exclusionary Time Out Settings (continued)**

#### **Types of Time Out**

A time-out is a behavioral support strategy in which a student temporarily separates from the learning activity or classroom, either by choice or by staff direction for the purpose of calming.

There are two kinds of time-out:

- **Inclusionary** – when a student is removed from positive reinforcement or full participation in the class while remaining in the class. The use of inclusionary time-out functions as a behavior support strategy while allowing the student to remain fully aware of the learning activities in the classroom.
- **Exclusionary** – when a student is separated from the rest of the class through complete visual separation or actual physical separation.

Time-out is used for calming an agitated student. Time-out is not used for punishment or discipline.

#### **Use of Exclusionary Time Out Setting/Space**

If a time out setting/space is to be used, it must be used as a behavioral intervention strategy that is designed to teach and reinforce alternative appropriate behaviors in which a student is removed to a supervised area or room in order to facilitate self-control or when it is necessary to remove a student from a potentially dangerous situation and for unanticipated situations that pose an immediate concern for the physical safety of a student or others.

The Board has adopted and implemented the following policy and procedures governing school use of time out settings/spaces as part of its behavior management approach consistent with P.A. 18-51.

**At a minimum, the use of exclusionary time out settings/spaces shall be governed by the following rules and standards:**

1. The Board prohibits placing a student in a locked room or space or in a setting where the student cannot be continuously observed and supervised. The time out space shall be unlocked and the door must be able to be opened from the inside. The use of locked rooms or spaces for purposes of time out or emergency interventions is prohibited.

Staff shall continuously monitor the student in a time out setting. The staff must be able to see and hear the student at all times. At least one school employee must remain with the student or be immediately available to the student so that the student and the staff member can communicate verbally throughout the time out.

## **Students**

### **Use of Exclusionary Time Out Settings (continued)**

Under no circumstances shall a time out setting/space in a school program be used for seclusion of the student, where the term “seclusion” is interpreted to mean placing a student in a locked room or space or in a room where the student is not continuously observed and supervised.

2. Factors which may precipitate the use of the time out setting/space:
  - a. Student fails to respond to less severe interventions (behavior that cannot be controlled through interventions short of isolation in the designated time out space or room)
  - b. Behavior that is severely disruptive
  - c. Dangerous behavior that presents a risk of injury or harm to that student or to others
  - d. Behavior that is dangerous or presents a risk of significant property damage.

*The designated time out setting/space shall not be used for punitive purposes, for staff convenience or to control minor misbehavior.*

3. Time limitations for the use of the time out setting/space:

A student should remain in the designated time out setting/space only for the time necessary for the student to compose him/herself sufficiently to return to the classroom with minimal risk that the behavior will quickly reoccur, in the opinion of school staff monitoring the intervention. The time should normally not exceed 30 minutes. *(A suggested time-legislation does not specify time limits)*

School staff shall not keep a student in the designated time out setting/space for more than one hour. If the student continues to present dangerous behaviors after this period of time, the placement in that space may be continued only with written authorization of the building Principal or designee. In that event, the student’s parent/guardian should also be called for the purpose of taking the student home for the remainder of that school day.

If, at any point during the student’s stay in the designated time out space, the building Principal or his/her designee believes that the student cannot be maintained safely even in that setting, the building Principal/designee shall call the student’s parent/guardian to come pick up the student, and may also call other emergency personnel for the purpose of taking custody of the student and ensuring the student’s safety.

Further, a student’s IEP shall specify when a behavioral intervention plan includes the use of a time out setting for a student with a disability, including the maximum amount of time a student will need to be in a time out setting as a behavioral consequence as determined on an individual basis in consideration of the student’s age and individual needs.

## Students

### Use of Exclusionary Time Out Settings (continued)

School administration or other personnel shall be notified in the event a student is placed in a time out setting for excessive amounts of time; and such information shall be considered when determining the effectiveness of the student's behavioral intervention plan and the use of the time out setting for the student. Whether the student requires a debriefing following the use of a time out setting shall be left to the staff knowledgeable about the individual student.

When it is decided through the program planning process to use a time out setting as a behavioral intervention, it should be clearly articulated in the planning what will be done if the student refuses to comply with the request to move to a time out setting or if the use of this strategy is not successful in managing the student's behavior. Should staff be required to physically remove the student to the time out setting, it is important that non-violent crisis techniques be used. Consideration must be given to the procedures pertaining to use of physical restraint and/or seclusion as defined in policy 5144.1.

4. Staff training on the policies and procedures related to the use of time out setting/space shall include, but not be limited to, the following measures:
  - a. The Director of Special Education (~~or~~ \_\_\_\_\_) shall be responsible to the Superintendent for establishing administrative practices and procedures for training all District personnel responsible for use of time out.
  - b. Specific Training Activities and Programs:

Staff members working with students who have the use of the time out space will:

- Receive full training in the policy and procedures for the use of a time out setting.
- Participate in work sessions to review each student's Behavior Intervention Plan and receive specific instruction in the implementation of the plan. The work sessions will include teachers, teaching assistants, monitors, building administrators and the Director of Pupil Personnel Services.

5. Data collection to monitor the effectiveness of the use of time out settings/spaces:

The District shall establish and implement procedures to document the use of time out space, including information to monitor the effectiveness of the use of the time out space to decrease specified behaviors. Such data may be subject to review by the State Education Department (SED) upon request.

## **Students**

### **Use of Exclusionary Time Out Settings (continued)**

Such data collection should appropriately include, but is not limited to, the following information:

- a. A record for each student showing the date and time of each use of the time out setting;
  - b. A detailed account of the antecedent conditions/specific behavior that led to the use of the time out setting;
  - c. The amount of time that the student was in the time out setting; and
  - d. Information to monitor the effectiveness of the use of the time out setting to decrease specified behaviors which resulted in the student being placed in the setting.
6. Information to be provided to parents:

The School District shall inform the student's parents prior to the initiation of a behavioral intervention plan that will incorporate the use of a time out setting for a student, and shall give the parent the opportunity to see the physical space that will be used as a time out setting and provide the parent with a copy of the school's policy on the use of time out settings/spaces.

Additionally, parents should be notified if their child was placed in a time out setting. Minimally, *whenever a time out setting is used as an emergency intervention* the parent shall be notified of the emergency intervention. Such notification will be provided the same day whenever possible. The use of a time out setting must be included on the student's IEP.

Parent reports of alleged inappropriate interventions used in a time out setting should be directed to school administrators.

### **Physical Space Used as a Time Out Setting/Space**

The physical space used as a time out setting must meet certain standards:

- a. The area shall provide a means for continuous visual and auditory monitoring of the student. (Staff assigned to monitor the time out area must be able to see and hear the student at all times and be able to communicate verbally with the student throughout the time out.)
- b. The space or setting used for an exclusionary time out must be appropriate for calming or deescalating the student's behavior.
- c. The area shall be of adequate width, length and height to allow the student to move about and recline comfortably.



## **Students**

### **Use of Exclusionary Time Out Settings**

#### **Physical Space Used as a Time Out Setting/Space (continued)**

- d. Wall and floor coverings should be designed to prevent injury to the student, and there shall be adequate lighting and ventilation.
- e. The temperature of the area shall be within the normal comfort range and consistent with the rest of the building.
- f. The area shall be clean and free of objects and fixtures that could be potentially dangerous to a student and shall meet all local fire and safety codes.
- g. The setting must be unlocked and the door must be able to be opened from the inside at all times. The use of locked rooms or spaces for the purpose of time out is strictly prohibited.

(cf. 4148/4248 – Employee Protection)

(cf. 5141.23 – Students with Special Health Care Needs)

(cf. 5144.1 – Physical Restraint/Seclusion/Exclusionary Time Out)

#### **Legal Reference:**

Connecticut General Statutes

10-76b State supervision of special education programs and services.

10-76d Duties and powers of boards of education to provide special education programs and services.

10-236b Physical restraint and seclusion of students by school employees. (as amended by PA 17-220 and PA 18-51)

46a-150 Definitions. (as amended by PA 07-147 and PA 15-141)

46a-152 Physical restraint, seclusion and use of psychopharmacologic agents restricted. Monitoring and documentation required.

46a-153 Recording of use of restraint and seclusion required. Review of records by state agencies. Reviewing state agency to report serious injury or death to Office of Protection and Advocacy for Persons with Disabilities and to Office of Child Advocate. (as amended by PA 12-88)

53a-18 Use of reasonable physical force or deadly physical force generally.

53a-19 Use of physical force in defense of person

53a-20 Use of physical force in defense of premises.

53a-21 Use of physical force in defense of property.

PA 15-141 An Act Concerning Seclusion and Restraint in Schools.

State Board of Education Regulations Sections 10-76b-5 through 10-76b-11.

State Board of Education Regulations Sections 10-76b-5 through 10-76b-11.

#### **Policy adopted:**

cps 6/18

**Sample Designated Time-Out Setting  
Data Collection Form**

|  |
|--|
| Name of Student:   |
| Date of designated time-out room use:  |
| Time of designated time-out room use:  |
| Duration of designated time-out room use:  |
| Name of professional staff supervising<br>student while in designated time-out room: |

|  |
|--|
| Describe:  |
| a) Antecedent events leading up to use of designated time-out room |
| b) Behavior that resulted in use of designated time-out room       |
| c) Behavior observed in the designated time-out room               |

If used, describe the physical assistance required:

On this occasion, was the student able to self-regulate and/or control behavior in order to return to the classroom or were further interventions required? Specify.

**NOTE:** *This data must be placed in the student's confidential record.*

*A mandated policy to consider.*

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

### **Food Service**

#### **School Lunch Service**

#### **Professional Standards for Food Service Personnel**

The Board of Education (Board) recognizes that students require adequate, nourishing food and beverages in order to grow, learn and maintain good health. Therefore the Board provides a food service program for { } school breakfasts; { } school lunches that meet the dietary specifications in accordance with the Healthy Hunger-Free Kids Act of 2010, as periodically amended, and applicable state laws and regulations.

This service shall be under the supervision of the Food Services Director who shall be responsible to the { } Superintendent ~~{ } Business Manager/Director of Finance { } Assistant Superintendent~~. The Food Services Director shall be hired under specific job specifications and approved by the Board.

The Board shall comply with the minimum professional standards for school nutrition personnel who manage and operate the National School Lunch and School Breakfast Programs which are contained in the regulations to the Healthy, Hunger-Free Kids Act of 2010 (HHFKA), Public Law 111-296. These regulations, effective July 1, 2015, as amended, effective April 30, 2019, establish hiring standards for the selection of State and local school nutrition program directors, and requires all personnel in the school nutrition programs to complete annual continuing education/training.

The Board believes that the fulfillment of these professional standards for food service personnel will result in consistent, national professional standards that strengthen the ability of school nutrition professionals and staff to perform their duties effectively and efficiently. Requiring proper qualifications to serve in the District's Child Nutrition Programs is expected to improve the quality of school meals, reduce errors, and enhance Program integrity.

Flexibility for districts with 2,499 students or less, subject to the prior approval of the Connecticut State Department of Education (CSDE), allows such districts to accept food service experience as a substitute for school nutrition experience when hiring new school nutrition program directors. This shall include volunteer or unpaid work as relevant food service experience.

The Superintendent is directed to develop administrative regulations which detail the required hiring standards and continuing education training for all District food service personnel.

- (cf. 3542.31 – Participation in the Nutritional School Lunch Program)
- (cf. 3542.33 – Food Sales Other Than National School Lunch Program)
- (cf. 3542.34 – Nutrition Program)
- (cf. 3542.43 – Charging Policy)
- (cf. 6142.101 – Student Nutrition and Physical Wellness, School Wellness)

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

### **Food Service**

#### **School Lunch Service**

Legal Reference: Connecticut General Statutes  
10-215 Lunches, breakfasts and other feeding programs for public school children and employees.  
10-215a Nonpublic school and nonprofit agency participation in feeding programs.  
10-215b Duties of State Board of Education re feeding programs.  
10-216 Payment of expenses.  
10-217 State Board of Education Regulations.  
10-215b-1 School lunch and nutrition programs.  
10-215b-11 Requirement for meals.  
10-215b-12 Reimbursement payments. (including free and reduced price meals)  
Child Nutrition and WIC Reauthorization Act of 2004, 42 U.S.C. Section 1751.  
School Lunch and Breakfast Programs 42 U.S.C. Section 1751 et seq.  
National Food Service Programs, Title 7 Code of Federal Regulations, 7 CFR Part 210, Part 220, Part 215, Part 245.  
42 U.S.C. Sec. 1758(h)/7 CFR Sect 210.13, 220.7 (School Food Safety Inspections).  
Federal Register (74 Fed. Reg. 66213) amending federal regulations (7CFR Part 210 and 220).  
Federal Register (80 Fed No 40) Professional Standards for State and Local Nutrition Programs Personnel as Required by the Healthy, Hunger-Free Kids Act of 2010, as amended effective 4/30/19.  
P.L. 111-296 Healthy, Hunger-Free Kids Act of 2010 (HHFKA), 42 U.S.C. 1751.  
7 CFR Parts 210 & 220 – Nutrition Standards in the National School Lunch & School Breakfast Programs.  
Nondiscrimination on the Basis of Handicap in Programs or Activities Receiving Federal Assistance, 7 C.F.R. Part 15b (2001).  
U.S. Department of Agriculture (USDA) Final Rule 84 FR6953

Policy adopted:

cps 1/16  
rev 3/19  
rev 1/20

*Sample regulation to consider.*

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

### **Food Service**

#### **School Lunch Service**

#### **Professional Standards for Food Service Personnel**

The Healthy, Hunger-Free Kids Act of 2010 (HHFKA), Public Law 111-296 requires significant changes in the Child Nutrition Programs to prevent and reduce childhood obesity, give eligible children access to nutrition benefits, and enhance the ability of nutrition professionals to operate the National School Lunch Program (NSLP) and School Breakfast Program (SBP) efficiently. Section 306 of the HHFKA amended section 7 of the Child Nutrition Act of 1966 (CNA) (42 U.S.C. 1776) by adding “Professional Standards for School Food Service.” This provision is intended to ensure that school nutrition professionals that manage and operate the NSLP and SBP have adequate knowledge and training to meet Program requirements. Requiring proper qualifications to serve in the Child Nutrition Programs is expected to improve the quality of school meals, reduce errors, and enhance Program integrity.

#### **Definitions:**

***School food authority (SFA)*** is the local governing body that has the legal authority to operate the school meal programs.

***School nutrition program directors*** are those individuals directly responsible for the management of the day-to-day operations of school food service for all participating schools under the jurisdiction of the school food authority.

***School nutrition program managers*** are those individuals directly responsible for the management of the day-to-day operations of school food service for a participating school(s).

***School nutrition program staffs*** are those individuals, without managerial responsibilities, involved in day-to-day operations of school food service for a participating school(s).

#### **School Nutrition Program Professional Standards**

School food authorities that operate the National School Lunch Program or the School Breakfast Program must establish and implement professional standards for school nutrition program directors, managers, and staff.

#### **Minimum Standards for All School Nutrition Program Directors**

Each school food authority must ensure that all newly hired school nutrition program directors meet minimum hiring standards and ensure that all new and existing directors have completed the minimum annual training/education requirements for school nutrition program directors, as set forth below:

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

### **Food Service**

### **School Lunch Service**

### **Professional Standards for Food Service Personnel**

#### **Minimum Standards for All School Nutrition Program Directors (continued)**

**Hiring standards:** All school nutrition program directors hired on or after July 1, 2015, must meet the following minimum educational requirements, as applicable:

1. ***School nutrition program directors with local educational agency enrollment of 2,499 students or fewer. Directors must meet the following requirements:***
  - a. A Bachelor's degree, or equivalent educational experience, with an academic major or concentration in food and nutrition, food service management, dietetics, family and consumer sciences, nutrition education, culinary arts, business, or a related field; **or**
  - b. A Bachelor's degree or equivalent educational experience with any academic major or area of concentration, *and* either a State-recognized certificate for school nutrition directors or at least one year of relevant food service experience; **or**
  - c. An Associate's degree, or equivalent educational experience, with an academic major or concentration in food and nutrition, food service management, dietetics, family and consumer sciences, nutrition education, culinary arts, business, or a related field *and* at least one year of relevant school nutrition program experience; **or**
  - d. A high school diploma or equivalency (such as the general educational development diploma), *and* at least three years of relevant food service experience.
  - e. Subject to the prior approval of the CSDE, the district may accept relevant food service experience as a substitute for school nutrition program experience when hiring new school nutrition program directors. (The CSDE may consider volunteer or unpaid work as relevant food service experience.)
  - f. A local educational agency with less than 500 students may accept less than the required years of food service experience when an applicant for a new school nutrition program director position has the minimum required educational requirement.

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

### **Food Service**

### **School Lunch Service**

### **Professional Standards for Food Service Personnel**

#### **Minimum Standards for All School Nutrition Program Directors (continued)**

2. ***School nutrition program directors with local educational agency enrollment of 2,500 to 9,999 students. Directors must meet the following requirements:***
  - a. A Bachelor's degree, or equivalent educational experience, with academic major or concentration in food and nutrition, food service management, dietetics, family and consumer sciences, nutrition education, culinary arts, business, or a related field; **or**
  - b. A Bachelor's degree or equivalent educational experience, with any academic major or area of concentration, *and* a State-recognized certificate for school nutrition directors; **or**
  - c. A Bachelor's degree in any academic major *and* at least two years of relevant experience in school nutrition programs; **or**
  - d. An Associate's degree, or equivalent educational experience, with an academic major or area of concentration in food and nutrition, food service management, dietetics, family and consumer sciences, nutrition education, culinary arts, business, or a related field *and* at least two years of relevant school nutrition program experience.
3. ***School nutrition program directors with local educational agency enrollment of 10,000 or more students. Directors must meet the following requirements:***
  - a. A Bachelor's degree, or equivalent educational experience, with an academic major or area of concentration in food and nutrition, food service management, dietetics, family and consumer sciences, nutrition education, culinary arts, business, or a related field; **or**
  - b. A Bachelor's degree or equivalent educational experience, with any academic major or area of concentration, *and* a State-recognized certificate for school nutrition directors; **or**
  - c. A Bachelor's degree in any major *and* at least five years' experience in management of school nutrition programs.



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

### **Food Service**

#### **School Lunch Service**

### **Professional Standards for Food Service Personnel**

#### **Minimum Standards for All School Nutrition Program Directors (continued)**

- d. School food authorities are strongly encouraged to seek out individuals who possess a master's degree or are willing to work toward a master's degree in the fields listed in this section. [At least one year of management experience, preferably in school nutrition, is strongly recommended. It is also strongly recommended that directors have at least three credit hours at the university level in food service management and at least three credit hours in nutritional sciences at the time of hire.]

***Food safety training for school nutrition program directors for districts of all sizes:*** All school nutrition program directors must have completed at least eight hours of food safety training within five years prior to their starting date or completed eight hours of food safety training within 30 calendar days of their starting date. [At the discretion of the State agency, all school nutrition program directors, regardless of their starting date, may be required to complete eight hours of food safety training every five years.]

#### **Continuing Education/Training Standards for All School Nutrition Program Directors**

Each school year, the school food authority must ensure that all school nutrition program directors, (including acting directors, at the discretion of the State agency) complete annual continuing education/training. Twelve hours of annual training are required for Program Directors. The annual training must cover administrative practices (including training in application, certification, verification, meal counting, and meal claiming procedures), as applicable, and any other specific topics identified by FNS, as needed, to address Program integrity or other critical issues. Continuing education/training required is in addition to the food safety training required in the first year of employment.

#### **Continuing Education/Training Standards for All School Nutrition Program Managers**

Each school year, the school food authority must ensure that all school nutrition program managers have completed annual continuing education/training. Program managers must complete ten hours of annual training. The annual training must include, but is not limited to, the following topics, as applicable:

- Administrative practices (including training in application, certification, verification, meal counting, and meal claiming procedures);
- The identification of reimbursable meals at the point of service;
- Nutrition;
- Health and safety standards; and
- Any specific topics identified by FNS, as needed, to address Program integrity or other critical issues.

**Business/Non-Instructional Operations****Food Service****School Lunch Service****Professional Standards for Food Service Personnel (continued)****Continuing Education/Training Standards for All Staff with Responsibility for School Nutrition Programs**

Each school year, the school food authority must ensure that all staff with responsibility for school nutrition programs that work an average of at least 20 hours per week, other than school nutrition program directors and managers, completes annual training in areas applicable to their job. Staff must complete six hours of annual training. Part-time staff working an average of less than 20 hours per week must complete four hours of annual training. The annual training must include, but is not limited to, the following topics, as applicable to their position and responsibilities:

- Free and reduced price eligibility;
- Application, certification, and verification procedures;
- The identification of reimbursable meals at the point of service;
- Nutrition;
- Health and safety standards; and
- Any specific topics identified by FNS, as needed, to address Program integrity or other critical issues.

The annual training requirements for school nutrition program managers, directors, and staff became effective July 1, 2015. Program managers, directors, and staff hired on or after January 1 of each school year must complete half of their required annual training hours before the end of the school year. At the discretion of the State agency:

- Acting and temporary staff, substitutes, and volunteers must complete training in one or more of the topics listed in this section, as applicable, within 30 calendar days of their start date; and
- School nutrition program personnel may carry over excess annual training hours to an immediately previous or subsequent school year and demonstrate compliance with the training requirements over a period of two school years, provided that some training hours are completed each school year.

**Use of Food Service Funds for Training Costs**

Costs associated with the required annual continuing education/training are allowed provided they are reasonable, allocable, and necessary in accordance with the cost principles set forth in 2 CFR part 225, Cost Principles for State, Local and Indian Tribal Governments (OMB Circular A-87). However, food service funds must not be used to pay for the cost of college credits incurred by an individual to meet hiring requirements.

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

### **Food Service**

#### **School Lunch Service**

#### **Professional Standards for Food Service Personnel (continued)**

#### **School Food Authority Oversight**

Each school year, the school food authority director must document compliance with the training requirements for all staff with responsibility for school nutrition programs, including directors, managers, and staff. Documentation must be adequate to establish, to the State's satisfaction during administrative reviews, that employees are meeting the minimum professional standards. The school food authority must certify that:

- The school nutrition program director meets the hiring standards and training requirements; and
- Each employee has completed the applicable training requirements no later than the end of each school year.

(cf. 3542.31 – Participation in the Nutritional School Lunch Program)

(cf. 3542.33 – Food Sales Other Than National School Lunch Program)

(cf. 3542.34 – Nutrition Program)

(cf. 3542.43 – Charging Policy)

(cf. 6142.101 – Student Nutrition and Physical Wellness, School Wellness)

Legal Reference: Connecticut General Statutes

10-215 Lunches, breakfasts and other feeding programs for public school children and employees.

10-215a Nonpublic school and nonprofit agency participation in feeding programs.

10-215b Duties of State Board of Education re feeding programs.

10-216 Payment of expenses.

10-217 State Board of Education Regulations.

10-215b-1 School lunch and nutrition programs.

10-215b-11 Requirement for meals.

10-215b-12 Reimbursement payments. (including free and reduced price meals)

Child Nutrition and WIC Reauthorization Act of 2004, 42 U.S.C. Section 1751.

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

### **Food Service**

#### **School Lunch Service**

#### **Professional Standards for Food Service Personnel**

Legal Reference: Connecticut General Statutes (continued)

School Lunch and Breakfast Programs 42 U.S.C. Section 1751 et seq.

National Food Service Programs, Title 7 Code of Federal Regulations, 7 CFR Part 210, Part 220, Part 215, Part 245.

42 U.S.C. Sec. 1758(h)/7 CFR Sect 210.13, 220.7 (School Food Safety Inspections).

Federal Register (74 Fed. Reg. 66213) amending federal regulations (7CFR Part 210 and 220).

Federal Register (80 Fed No 40) Professional Standards for State and Local Nutrition Programs Personnel as Required by the Healthy, Hunger-Free Kids Act of 2010

P.L. 111-296 Healthy, Hunger-Free Kids Act of 2010 (HHFKA), 42 U.S.C. 1751

7 CFR Parts 210 & 220 – Nutrition Standards in the National School Lunch & School Breakfast Programs.

Nondiscrimination on the Basis of Handicap in Programs or Activities Receiving Federal Assistance, 7 C.F.R. Part 15b (2001)

Regulation approved:

cps 1/16  
rev 3/19  
rev 1/20

**SAMPLE JOB DESCRIPTION TEMPLATE**  
**District School Nutrition Directors/Supervisors**

**General Function and Scope**

The District School Nutrition Director/Supervisor will oversee all aspects of the district Child Nutrition Program (CNP) operation. The job functions include administrating, planning, directing, assessing, implementing, and evaluating the program in order to meet the nutritional and educational needs of children, as they relate to the CNP. The school nutrition professional shall partner with others in the school district and community to solicit support for the development of a sound nutrition assistance food program while following federal, state, and local guidelines. The CNP is to provide an environment that supports healthy food habits while maintaining program integrity and customer satisfaction.

**Essential Functional Areas of Responsibilities**

**Customer Service**

- Establishes quality standards for the presentation and service of food.
- Implements a district-wide customer service driven philosophy that focuses on value and satisfaction.

**Sanitation, Food Safety, and Employee Safety**

- Establishes procedures to ensure that food is prepared and served in a sanitary and safe environment.
- Develops and integrates employee safety regulations into all phases of the school foodservice operation.
- Establishes procedures and policies for risk management.

**Financial Management and Recordkeeping**

- Establishes measurable financial objectives and goals for the CNP.
- Manages the CNP using appropriate financial management techniques.
- Implements efficient management techniques to ensure all records and supporting documentation are maintained in accordance with local, state, and federal laws and policies.

**Food Production**

- Develops procedures to ensure the food production system provides safe nutritious food of high quality.
- Ensures operational procedures for efficient and effective food production and distribution.
- Implements a cost-effective procurement system.
- Develops purchasing guidelines to ensure purchased food and supplies reflect product knowledge, customer preferences, district needs, policies, and nutrition objectives.
- Establishes standards for receiving storing, and inventorying food and non-food supplies based on sound principles of management.

### **Program Accountability**

- Ensures CNP compliance with all local, state, and federal laws, regulations, and policies.
- Provides technical assistance and training for school foodservice personnel, school administrators, and other school support staff.
- Develops guidelines for providing services in response to disaster or emergency situations.

### **Nutrition and Menu Planning**

- Develops cost-effective menus that maintain nutrition integrity and meet all local, state, and federal guidelines and regulations.
- Assesses customer preferences, industry trends, and current research to plan menus that encourage participation in the CNP.
- Works with school staff, teachers, parents, and physicians to plan menus for children with special nutrition needs.

### **General Management**

- Employs management techniques to maintain an effective and efficient CNP.
- Develops short and long term goals through strategic planning for the district school foodservice program that supports the philosophy and policies of the Board of Education.
- Implements policies and procedures to ensure the effective operations of CNPs.
- Develops a long-range program for establishing professional status for the CNP's role in the education community.
- Reviews current research information to determine health and nutrition-related trends and foodservice management developments; and develops innovative program changes and expansions based on this information.

### **Personnel Management**

- Implements personnel policies and procedures for the CNP according to local, state, and federal regulations and laws.
- Develops job performance standards that provide for performance improvement.
- Develops methods for hiring, training, and evaluating personnel that recognize education, experience, performance, and certification.
- Establishes procedures to implement employee contract agreements, progressive discipline, and formal grievances.
- Establishes standards for the professional development of the district's CNP personnel.

### **Facility Layout and Design and Equipment Selection**

- Assists with designing and planning facilities that ensure high quality customer service, wholesome food production, and efficient workflow.
- Determines equipment needs and specifications consistent with program needs and budget.

### **Environmental Management**

- Develops and implements policies and procedures to ensure environmental responsibility.
- Establishes a waste management system for the CNP that is effective, economical, and environmentally safe.

### **Marketing**

- Develops a marketing plan to attract students, parents, teachers, administrators, support staff, and community.
- Conducts an on-going evaluation of the marketing plan.
- Communicates program information to encourage and secure support for the school food and nutrition program from the Board of Education, administrators, faculty, students, parents, and community.
- Implements a plan for providing foodservice for special functions consistent with Board of Education policies.

### **Computer Technology**

- Implements management information systems that increase the productivity and efficiency of the school food and nutrition operation.
- Trains staff to use computer technology in individual school sites to improve management techniques.

### **Nutrition Education**

- Develops and implements a comprehensive nutrition education program using school cafeterias as learning laboratories.
- Establishes role of the CNP as a resource for expertise in the development and presentation of nutrition education materials and activities.

### **Other**

- Performs and directs job related proficiency with the highest ethical integrity.
- Performs and directs with a commitment to promote a quality CNP that meets the nutritional needs of the customers served.
- Performs and directs with an overall nature that is committed to the goals and visions of the school district.
- Performs and directs appropriate communication skills with the customers served.

*Existing policy with required modifications based on P.A. 21-46.*

## **Community Relations**

### **Communications with the Public**

#### **Parent Involvement**

The Board of Education, based upon overwhelming research, believes that involved parents and families in support of children and their education increases student achievement and success. Therefore the Board endorses the “National Standards for Parent/Family Involvement Program” developed by the National PTA as essential for the district’s program to involve parents and families in their child’s education.

The standards, designed to help educators incorporate parents, broadly defined to include all adults who play an important role in a child’s family life, in their child’s learning process are:

**1. Communicating**

Communication between home and school is regular, two-way, and meaningful.

**2. Parenting**

Parenting skills are promoted and supported.

**3. Student Learning**

Parents play an integral role in assisting student learning.

**4. Volunteering**

Parents are welcome in the school, and their support and assistance are sought.

**5. School Decision Making and Advocacy**

Parents are full partners in the decisions that affect children and families.

**6. Collaboration with Community**

Community resources are used to strengthen schools, families and student learning.

These standards will be used as guidelines to develop meaningful programs at the school and district level as one means to improve student achievement through parent involvement. The Superintendent of Schools shall develop appropriate regulations conducive to achieving a high level of parental involvement in the educational process.

The two required parent-teacher conferences per year, beginning July 1, 2021 and each school year thereafter, can be fulfilled by the District offering parents the option of attending any parent-teacher conference by the use of telephonic, video, or other conferencing platforms.

An additional parent-teacher conference, in addition to the two required conferences shall be conducted during periods when the District provides remote learning for more than three consecutive weeks and one additional parent-teacher conference every six months thereafter for the duration of such period of remote learning.



## **Community Relations**

### **Communications with the Public**

#### **Parent Involvement (continued)**

The District will request from the parent/guardian of each student the name and contact information of an emergency contact person who may be contacted if the student's parent/guardian cannot be reached to schedule a parent-teacher conference required when the District is providing remote learning for a period of three consecutive weeks or more.

In situations in which the teacher is unable to contact a student's parent/guardian after three attempts to schedule the required parent-teacher conference during a period of remote learning provided by the District for three consecutive weeks or more, such teacher is directed to report such inability to the principal, school counselor, or other school administrator designated by the Board of Education. Such principal, counselor, or administrator is to contact the student's emergency contact to determine the student and family's health and safety.

The Board shall utilize the document developed by the State Department of Education (by 12/1/21) that provides information concerning educational, safety, mental health and food insecurity resources and programs available to students and their families.

Legal Reference:        Connecticut General Statutes

10-221(f) Boards of Education to prescribe rule(s), policies, and procedures as amended by P.A. 97-290, P.A. 10-111, and P.A. 21-46, An Act Concerning Social Equity and the Health, Safety, and Education of Children.

Policy adopted:        May 16, 2006  
Policy revised:

NEW HARTFORD PUBLIC SCHOOLS  
New Hartford, Connecticut

## **Community Relations**

### **Communications with the Public**

#### **Parent Involvement**

In order to promote partnerships that will increase parental involvement and participation in promoting the social, emotional and academic growth of children, this process will be utilized within each school of the district.

**1. Create an Action Team**

Parents, educators, administrators, and others deemed appropriate must be represented and involved in reaching a common understanding and in setting mutual goals to which all are committed.

**2. Examine Current Practice**

Review the current status of parent and family involvement. Survey staff and parents to ensure a clear understanding of the current situation. The “Checklist for Quality Indicators” self-evaluations, developed by the National PTA, are useful tools.

**3. Development a Plan of Improvement**

Based on the evaluation of current practice, identify first steps and priority issues. Pay close attention to developing a comprehensive, well-balanced plan that includes activity in each of the six standard areas.

**4. Secure Support**

For optimal success, keep stakeholders--those responsible for implementation, those who will be affected, and those outside the school/program who have influence over the outcome--aware of the plan and willing to lend support to its success. Financial resources need to be determined and budgeted.

**5. Provide Professional Development for School/Program Staff**

Effective training is essential. The best models for training are those that provide staff with several opportunities to interact with the issues, work together, and monitor and evaluate progress.

**6. Evaluate and Revise the Plan**

Parent and family involvement is not a one-time goal. It merits a process of continuous improvement and a commitment to long-term success.

## **Community Relations**

### **Communications with the Public**

#### **Parent Involvement (continued)**

The developed plan should include activities in each of the six standards endorsed in the Board of Education policy. Indicators of successful programs for each standard are as follows.

#### **Standard I    Communication between home and school is regular, two-way and meaningful.**

1. Use a variety of communication tools on a regular basis, seeking to facilitate two-way interaction through each type of medium.
2. Establish opportunities for parents and educators to share partnering information such as student strengths and learning preferences.
3. Provide clear information regarding course expectations and offerings, student placement, school activities, student services, and optional programs.
4. Disseminate report cards and regular progress reports to parents. Provide support services and follow-up conferences as needed.
5. Disseminate information on school reforms, policies, discipline procedures, assessment tools, and schools goals, and include parents in any related decision-making process.
6. Conduct conferences with parents at least twice a year, with follow-up as needed. These should accommodate the varied schedules of parents, language barriers, and the need for child care.
7. Encourage immediate contact between parents and teacher when concerns arise.
8. Distribute student work for parental comment and review on a regular basis.
9. Translate communications to assist non-English speaking parents.
10. Communicate with parents regarding positive student behavior and achievement, not just regarding misbehavior or failure.
11. Provide opportunities for parents to communicate principals and other administrative staff.
12. Promote informal activities at which parents, staff, and community members can interact.
13. Provide staff development regarding effective communication techniques and the importance of regular two-way communication between the school and the family.

## **Community Relations**

### **Communications with the Public**

#### **Parent Involvement (continued)**

##### **Standard II Parenting skills are promoted and supported.**

1. Communicate the importance of positive relationships between parents and their children.
2. Link parents to programs and resources within the community that provide support services to families.
3. Reach out to all families, not just those who attend parent meetings.
4. Establish policies that support and respect family responsibilities, recognizing the variety of parenting traditions and practices within the community's cultural and religious diversity.
5. Provide accessible parent/family information and resources to support parents and families with training.
6. Encourage staff members to demonstrate respect for families and the family's primary role in the rearing of children to become responsible adults.

##### **Standard III Parents play an integral role in assisting student learning**

1. Seek and encourage parental participation in decision-making that affects students.
2. Inform parents of the expectations for students in each subject at each grade level.
3. Provide information regarding how parents can foster learning at home, give appropriate assistance, monitor homework, and give feedback to teachers.
4. Sponsor workshops or distribute information to assist parents in understanding how students can improve skills, get help when needed, meet class expectations, and perform well on assessments.
5. Involve parents in setting student goals each year and in planning for post-secondary education and careers. Encourage the development of a personalized education plan for each student, where parents are full partners.
6. Provide opportunities for staff members to learn and share approaches to engaging parents in their child's education.

## **Community Relations**

### **Communications with the Public**

#### **Parent Involvement (continued)**

#### **Standard IV Parents are welcome in the school and their support and assistance are sought.**

1. Ensure that office staff greetings, signage near the entrances, and any other interaction with parents create a climate in which parents feel valued and welcome.
2. Survey parents regarding their interests, talents, and availability, then coordinate the parent resources with those that exist within the school and among the faculty.
3. Ensure that parents who are unable to volunteer in the school building are given the options for helping in other ways, at home or place of employment.
4. Organize an easy, accessible program for utilizing parent volunteers, providing ample training on volunteer procedures and school protocol.
5. Develop a system for contacting all parents to assist as the year progresses.
6. Design opportunities for those with limited time and resources to participate by addressing child care, transportation, work schedule needs, and so forth.
7. Show appreciation for parents' participation, and value their diverse contributions.
8. Educate and assist staff members in creating an inviting climate and effectively utilizing volunteer resources.
9. Ensure that volunteer activities are meaningful and built on volunteer interests and abilities.

#### **Standard V Parents are full partners in the decisions that affect children and families.**

1. Provide understandable, accessible, and well-publicized processes for influencing decisions, raising issues or concerns, appealing decisions, and resolving problems.
2. Encourage the formation of PTO's or other parent groups to identify and respond to issues of interest to parents.
3. Include parents on all decision-making and advisory committees, and ensure adequate training for such areas as policy, curriculum, budget, school reform initiatives, safety, and personnel. Where site governance bodies exist, give equal representation to parents.

## **Community Relations**

### **Communications with the Public**

#### **Parent Involvement** (continued)

#### **Standard V Parents are full partners in the decisions that affect children and families.** (continued)

4. Provide parents with current information regarding school policies, practices, and both student and school performance data.
5. Enable parents to participate as partners when setting school goals, developing or evaluating programs and policies, or responding to performance data.
6. Encourage and facilitate active parent participation in the decisions that affect students, such as student placement, course selection, and individual personalized education plans.
7. Treat parental concerns with respect and demonstrate genuine interest in developing solutions.
8. Promote parent participation on school district, state, and national committees and issues.
9. Provide training for staff and parents on collaborative partnering and shared decision making.

#### **Standard VI Community resources are used to strengthen schools, families and student learning.**

1. Distribute information regarding cultural, recreational, academic, health, social, and other resources that serve families within the community.
2. Develop partnerships with local business and service groups to advance student learning and assist schools and families.
3. Encourage employers to adopt policies and practices that promote and support adult participation in children's education.
4. Foster student participation in community service.
5. Involve community members in school volunteer programs.
6. Disseminate information to the school community, including those without school-age children, regarding school programs and performance.
7. Collaborate with community agencies to provide family support services and adult learning opportunities, enabling parents to more fully participate in activities that support education.

**Community Relations**

**Communications with the Public**

**Parent Involvement** (continued)

**Standard VI Community resources are used to strengthen schools, families and student learning.** (continued)

8. Inform staff members of the resources available in the community and strategies for utilizing those resources.
9. Annually, the Superintendent shall report to the Board of Education on the plan developed and implemented in the district's schools to achieve a high level of parental involvement.

*Existing policy with modifications based on P.A. 21-144.*

## **Instruction**

### **Individualized Education Program/Special Education Program**

Any child, whether a student of the school district, of pre-school age, or between the ages of three and 21 years of age, inclusive, but not attending district schools, who is identified as being in need of a special program shall be referred to a “special education planning and placement team” (PPT) which shall make an evaluative study to determine whether the child is a child with a disability as defined in state and federal statutes and if special education is required and to establish the scope of the special education program.

A parent of a child, the State Department of Education, other state agencies of the District may initiate a request for an initial evaluation to determine if the child is a child with a disability. Initial evaluations, using a variety of assessment tools and measures to gather relevant functional, developmental and academic information, must be completed within 60 days of the receipt of parental consent, or per a timeline determined by the State. Exceptions to this timeframe include children moving between school districts and parental refusal to make a child available for evaluation, as provided by law. Assessments for disabled children who are transfer students shall be coordinated between the sending or receiving district in an expeditious manner.

The District will provide parents/guardians with State Department of Education information and resources relating to IEPs as soon as a child is identified as requiring special education.

### **Planning and Placement Team or Individualized Education Program Team**

The term “Individualized Education Program Team” or “IEP Team” means a group of individuals composed of -

- (i) the parents of a child with a disability
- (ii) not less than one regular education teacher of such child (if the child is, or may be, participating in the regular education environment);
- (iii) not less than one special education teacher, or where appropriate, not less than one special education provider of such child;
- (iv) a representative of the local educational agency who -
  - (I) is qualified to provide, or supervise the provision of, specially designed instruction to meet the unique needs of children with disabilities;
  - (II) is knowledgeable about the general education curriculum; and
  - (III) is knowledgeable about the availability of resources of the local educational agency;
- (v) an individual who can interpret the instructional implications of evaluation results, who may be a member of the team described in clauses (ii) through (vi);
- (vi) at the discretion of the parent of the agency, other individuals who have knowledge or special expertise regarding the child, including related services personnel as appropriate; and
- (vii) whenever appropriate, the child with a disability; and
- (viii) the school paraprofessional, if any, assigned to such child.



## Instruction

### Individualized Education Program/Special Education Program (IEP) (continued)

**NOTE:** An IEP Team member is not required to attend all or part of an IEP meeting if the parents and District agree that the team member's participation is not necessary because the member's area of the curriculum or related services is not being modified or discussed at the meeting. If the meeting does involve a modification or discussion of the member's area of the curriculum or related services, parents and the District can agree to excuse the member from attending all or part of the meeting if the member submits written input to the parent and the IEP Team prior to the meeting. Parental consent in writing is required in either case.

In addition to the above, the special education specialist, school psychologist, school nurse, school social worker, counselor, or other student service worker who has conducted an assessment of the student shall participate whenever the results or recommendations based on such assessment are significant to the development of the student's individualized education program and placement. Where the student is limited or non-English speaking, a district representative who is fluent in the student's primary language and who is knowledgeable about the process of second-language acquisition and competent in the assessment of limited English and non-English speaking individuals should be included.

Any member of the PPT employed by the Board of Education who discusses or makes recommendations concerning the provisions of special education and related services during a PPT meeting shall not be disciplined, suspended, or otherwise punished for such recommendations.

No birth-to-three coordinator or qualified personnel, as defined by C.G.S. 17a-248, who discusses or makes recommendations concerning the provision of special education and/or related services during a PPT meeting or in a transition plan shall be subject to discipline, suspension, termination or other punishment on the basis of such recommendations.

The parent/guardian or surrogate parent shall be given at least five (5) school days prior notice of any PPT meeting and shall have the right to be present and participate in all portions of such meetings at which an educational program for their child is developed, reviewed or revised. In addition, parents/guardians or surrogate parents have the right to be present at and participate in all portions of the PPT meeting at which an educational program for their child is developed, reviewed or revised. In addition, the parent/guardian/surrogate shall have advisors and the child's assigned paraprofessional, if any, and such child's birth-to-three service coordinator, if any, be present at and participate in all portions of the PPT meeting in which the child's educational program is developed, reviewed or revised and have the right to have such recommendation made in such child's birth-to-three individualized transition plan, if any, addressed by the PPT at which an educational program for such child is developed.

## Instruction

### Individualized Education Program/Special Education Program (IEP) (continued)

The District shall offer to meet with the student's parents/guardians, upon the request of the parents/guardians, after the student has been assessed for possible placement in special education and before the Planning and Placement Team (PPT) meets. The sole purpose of such meeting is to discuss the PPT process and any concerns the parent/guardian has about the student. The meeting will involve a member of the PPT designated by the District before the referral PPT meeting at which the student's assessments and evaluations will be discussed for the first time. This applies to students under evaluation for possible placement in special education.

Upon request of a parent/guardian, the District will provide the results of the assessments and evaluations used in the determination of eligibility for special education of a student at least three (3) school days before the referral PPT meeting at which such results of the assessment and evaluations will be discussed for the first time.

Parents/Guardians and the District may agree to conduct IEP meetings, and other meetings, through alternative means, such as including but not limited to, videoconferences or conference calls.

(a) **General.** The IEP for each child must include -

- (1) An accurate statement of the child's present levels of educational performance based upon parental provider information, current classroom-based, local, state assessments and classroom-based observations, including -
  - (i) How the child's disability affects the child's involvement and progress in the general education curriculum; or
  - (ii) For preschool children, as appropriate, how the disability affects the child's participation in appropriate activities;
- (2) A statement of measurable annual academic and functional goals, related to -
  - (i) Meeting the child's needs that result from the child's disability to enable the child to be involved in and progress in the general education curriculum;
  - (ii) Meeting each of the child's other educational needs that result from the child's disability; and
  - (iii) Providing a meaningful opportunity for the child to meet challenging objectives.
- (3) A statement of the special education and related services and supplementary aids and services to be provided to the child, or on behalf of the child and a statement of the program modifications or supports for school personnel that will be provided for the child -
  - (i) To advance appropriately toward attaining the annual goals;

## Instruction

### Individualized Education Program/Special Education Program (IEP) (continued)

- (ii) To be involved and progress in the general curriculum in accordance with paragraph (a)(1) of this section and to participate in extracurricular and other nonacademic activities; and
  - (iii) To be educated and participate with other children with disabilities and non-disabled children in the activities described in this paragraph.
- (4) A school must offer an IEP that is “reasonably calculated to enable a child to make progress appropriate in light of the child’s circumstances.” The child’s educational program must be appropriately ambitious in light of his/her circumstances and every child should have the chance to meet challenging objectives. The IEP Team, in determining whether an IEP is reasonably calculated to enable a child to make progress should consider the child’s:
- Previous rate or academic growth,
  - Progress towards achieving or exceeding grade-level proficiency,
  - Behaviors, if any, interfering with the child’s progress, and
  - Parent’s input and any additional information provided by such parents.

The U.S. Supreme Court, in the *Endrew F* decision stated, “any review of an IEP must consider whether the IEP is reasonably calculated to ensure such progress, not whether it would be considered ideal. (137S.CT. at 99)

- (5) An explanation of the extent, if any, to which the child will not participate with non-disabled children in the regular class and in the activities described in paragraph (a)(3) of this section;
- (6) A statement of any individual modifications in the administration of State or district-wide assessments of student achievement that are needed in order for the child to participate in the assessment; and
- (7) The projected date for the beginning of the services and modifications described in paragraph (a)(3) of this section, and the anticipated frequency, location, and duration of those services and modifications; and
- (8) A statement of
  - (i) How the child’s progress toward the annual goals described in paragraph (a)(2) of this section will be measured; and
  - (ii) How the child’s parents will be regularly informed (through such means as periodic report cards), at least as often as parents are informed of their non-disabled children’s progress, of
    - (A) Their child’s progress toward the annual goals; and

## Instruction

### Individualized Education Program/Special Education Program (continued)

- (B) The extent to which that progress is sufficient to enable the child to achieve the goals by the end of the year
- (9) Reevaluation of a student's progress may not occur more than once a year unless agreed to by the parents and the District. Reevaluation must occur at least once every three years unless the parent and District agree that it is unnecessary.
- (b) ***Transition services.***
  - (1) The IEP must include
    - (i) For each student beginning not later than the first IEP to be in effect when the child is fourteen and younger if the PPT determines it appropriate, and updated annually, thereafter, appropriate measurable postsecondary goals based upon age appropriate transition assessments related to training, education, employment, and, where appropriate, independent living skills; and the transition services, including courses of study, needed to assist the student in reaching those goals.
    - (ii) For a student no longer eligible for services due to graduation from high school with a regular diploma or for a student who exceeds the age of eligibility under State law, a summary of the student's academic achievement and functional performance including recommendations on how to assist the student in meeting his/her postsecondary goals.
  - (2) If the IEP team determines that services are not needed in one or more of the areas specified in §300.27(c)(1) through (c)(4), the IEP must include a statement to that effect and the basis upon which the determination was made.
- (c) ***Transfer of rights.*** Beginning not later than one year before a student reaches the age of majority under State law, the student's IEP must include a statement that the student has been informed of his or her rights under this title if any, that will transfer to the student on reaching the age of majority, consistent with §615(m).
- (d) ***Students with disabilities convicted as adults and incarcerated in adult prisons.*** Special rules concerning the content of IEP's for students with disabilities convicted as adults and incarcerated in adult prisons are contained §612(a)(5)A.

### Students with Disabilities Identified as Deaf or Hearing Impaired

For a child identified as deaf or hearing impaired, the PPT shall develop and IEP which includes a language and communication plan which shall address;

## **Instruction**

### **Individualized Education Program/Special Education Program**

#### **Students with Disabilities Identified as Deaf or Hearing Impaired (continued)**

- (i) the child's primary language or mode of communication;
- (ii) opportunities for direct communication between the child and his/her peers and professional personnel in the primary child's language or mode of communication;
- (iii) educational options available to the child;
- (iv) the qualifications of teachers and other professional personnel administering the plan for the child, including their proficiency in the child's primary language or mode of communication;
- (v) the accessibility of academic instruction, school services and extracurricular activities to the child;
- (vi) Assistive devices and services for the child;
- (vii) Communication and physical environment accommodations for the child; and
- (viii) An emergency communications plan that includes procedures for alerting the child of an emergency situation and ensuring that the specific needs of the child are met during the emergency situation. Such plan is to be developed for a student identified as deaf, hard of hearing, or both blind or visually impaired and deaf.

## **Transfers**

When an individual has been on an IEP in another school district, the PPT shall make an evaluative study of the student and develop an IEP for the student as though the student were newly referred, but the PPT may use the previous IEP (if available) in developing the new one. If the transfer involves districts within Connecticut, the District will provide services "comparable to those described in the previously held IEP," until the District adopts the previously held IEP or develops, adopts, and implements a new IEP. If the student has transferred from another state, the District will provide services "comparable to those described in the previously held IEP," until the District conducts an evaluation, if deemed necessary, and if appropriate, develops a new IEP. If a student who is on an IEP transfers from this district to another, or to a private school, the written IEP and any additional records relating to the student's program and achievement shall be forwarded to the receiving school on the request of the receiving school and the individual's parent or guardian.

## **Independent Educational Assessment**

If an independent educational assessment is necessary, it shall be conducted by a Connecticut credentialed or licensed professional examiner who is not employed by and does not routinely provide assessment for the State Department of Education or this District.

## **Instruction**

### **Individualized Education Program/Special Education Program**

Legal Reference: Connecticut General Statutes

- 10-76a Definitions (as amended by PA 06-18)
- 10-76b State supervision of special education programs and services. Regulations (as amended by PA 12-173)
- 10-76d Duties and powers of Boards of Education to provide special education programs and services. (as amended by PA 19-49 and PA 21-46 and PA 21-144)
- 10-76ff Procedures for determining if a child requires special education (as amended by PA 06-18)
- 10-76g State aid for special education.
- 10-76h Special education hearing and review procedure.
- 10-76jj Language and communication plan as part of individualized education program for child identified as deaf or hard of hearing (as amended by PA 19-184)
- 10-76q Special education at technical education and career schools (as amended by PA 21-144).

PA 06-18 An Act Concerning Special Education

State Board of Education Regulations

- 34 C.F.R. 300 et seq. Assistance to States for Education of Handicapped Children.
- 300.14 Special education definitions.
- 300.340-349 Individualized education programs.
- 300.503 Independent educational assessment.
- 300.533 Placement procedures.
- 300.550-556 Least restrictive environment.

P.L. 108-446 The Individuals with Disabilities Education Improvement Act of 2004

Policy adopted: June 3, 2008  
Policy revised: February 5, 2013  
Policy revised: May 19, 2020  
Policy revised:

NEW HARTFORD PUBLIC SCHOOLS  
New Hartford, Connecticut

## **Students**

### **Attendance/Excuses/Dismissal**

#### **Attendance**

Connecticut state law requires parents to cause their children, ages five through eighteen inclusive, to attend school regularly during the hours and terms the public school is in session. Parents or persons having control of a child five years of age have the option of not sending the child to school until ages six or seven. Mandatory attendance terminates upon graduation or withdrawal with written parent/guardian consent at age seventeen.

A student is considered to be “in attendance” if present at his/her assigned school, or an activity sponsored by the school (e.g., field trip), for at least half of the regular school day. A student who is serving an out-of-school suspension or expulsion should always be considered absent. A student not meeting the definition of “in attendance” shall be considered absent.

Classroom learning experiences are the basis for public school education. Time lost from class is lost instructional opportunity. The Board of Education requires that accurate records be kept of the attendance of each child, and students should not be absent from school without parental knowledge and consent.

#### **Definitions (related to chronic absenteeism)**

**Chronically absent child:** An enrolled student whose total number of absences at any time during a school year is equal to or greater than ten percent of the total number of days that such student has been enrolled at such school during such school year.

**Absence:** An excused absence, unexcused absence or disciplinary absence, as those terms are defined by the State Board of Education pursuant to C.G.S. 10-198b.

**District chronic absenteeism rate:** The total number of chronically absent children in the previous school year divided by the total number of children under the jurisdiction of the Board of Education for such school year.

**School chronic absenteeism rate:** The total number of chronically absent children for a school in the previous school year divided by the total number of children enrolled in such school for such school year.

## Students

### Attendance/Excuses/Dismissal

#### Excuses (continued)

**Note:** *The use of the state approved definitions of “excused” and “unexcused” absences are for state purposes for the reporting of truancy. Districts are not precluded from using separate definitions of such absences for their internal uses such as involving decisions on areas such as promotion and grading.*

A student’s absence from school shall be considered “excused” if written documentation of the reason for such absence has been submitted within ten (10) school days of the student’s return to school and meets the following criteria:

- A. For absences one through nine, a student’s absences from school are considered “excused” when the student’s parent/guardian approves such absence and submits appropriate documentation to school officials.
- B. A student’s engagement in remote classes, remote meetings, activities on time-logged electronic systems, and completion and submission of assignments, if such engagement accounts for not less than one-half of the school day during remote learning is excluded from the definitions of “excused absence” and “unexcused absence.”
- C. Absence resulting from a student enrolled in grades K-12, taking two mental health days during the school year. Such absence is to permit the student to attend to his/her emotional and psychological well-being in lieu of attending school.

The student shall not be required to present documentation or parental/guardian consent. For purposes of school year limitation, such absence shall be identified as a “mental health wellness day.”

A student cannot take these mental health days during consecutive school days.

Such documentation includes a signed note from the student’s parent/guardian, a signed note from a school official that spoke in person with the parent/guardian regarding the absence, or a note confirming the absence by the school nurse or by a licensed medical professional, as appropriate. Documentation should explain the nature of and the reason for the absence as well as the length of the absence. Separate documentation must be submitted for each incidence of absenteeism.

- D. For the tenth absence and all absences thereafter, a student’s absences from school are considered excused for the following reasons:
  - 1. Student illness (must be verified by a licensed medical professional to be deemed excused, regardless of the length of the absence);
  - 2. Student’s observance of a religious holiday;
  - 3. Death in the student’s family or other emergency beyond the control of the student’s family;



## **Students**

### **Attendance/Excuses/Dismissal**

#### **Excuses (continued)**

4. Mandated court appearances (documentation required);
  5. The lack of transportation that is normally provided by a district other than the one the student attends (no parental documentation required);
  6. Extraordinary educational opportunities pre-approved by District administration and to be in accordance with Connecticut State Department of Education guidance.
- E. A student's absence from school shall be considered unexcused unless:
1. The absence meets the definition of an excused absence and meets the documentation requirements; or
  2. The absence meets the definition of a disciplinary absence, which is the result of school or District disciplinary action and are excluded from these State Board of Education approved definitions.

When the school in which a child is enrolled receives no notification from a parent or other person having control of the child is aware of the child's absence, a reasonable effort shall be made by school personnel or volunteers under the direction of school personnel to notify by telephone and by mail such parent or other person having control of the child.

Responsibility for completion of missed classwork lies with the student, not the teacher. Unless a student has an extended illness, all make-up work will be complete within five days after the student returns to school.

#### **Excused Absences for Children of Service Members**

An enrolled student, age five to eighteen, inclusive, whose parent or legal guardian is an active duty member of the armed forces, as defined in section 27-103, and has been called to duty for, is on leave from, or has immediately returned from deployment to a combat zone or combat support posting, shall be granted ten days of excused absences in any school year and, at the discretion of the Board of Education, additional excused absences to visit such child's parent or legal guardian with respect to such leave or deployment of the parent or legal guardian. In the case of such excused absences such child and parent or legal guardian shall be responsible to obtaining assignments from the student's teacher prior to any period of excused absence, and for ensuring that such assignments are completed by such child prior to his or her return to school from such period of excused absence.

#### **Chronic Absenteeism**

The Board of Education, in compliance with statute, requires the establishment of attendance review teams when chronic absenteeism rates in the District or at individual schools in the District meet the following circumstances:

## **Students**

### **Attendance/Excuses/Dismissal**

#### **Chronic Absenteeism** (continued)

1. A team for the District must be established when the District chronic absenteeism rate is 10 percent or higher.
2. A team for the school must be established when the school chronic absenteeism rate is 15 percent or higher.
3. A team for either the District or each school must be established when (a) more than one school in the District has a school chronic absenteeism rate of 15 percent or higher or (b) a District has a District chronic absenteeism rate of 10 percent or higher and one or more schools in the District have a school chronic absenteeism rate of 15 percent or higher.

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

The District shall utilize the chronic absenteeism prevention and intervention plan developed by the State Department of Education. Such plan must include the means for collecting and analyzing data relating to student attendance, truancy and chronic absenteeism. The data must be disaggregated by school district, school grades and subgroups such as race, ethnicity, gender, eligibility for free and reduced priced lunches, students whose primary language is not English, and student with disabilities.

The District shall annually include in information for the strategic school profile report for each school and the District that is submitted to the Commissioner of Education, data pertaining to truancy and chronically absent children.

The Principal or his/her designee of any elementary or middle school located in a town/city designated as an alliance district may refer to the children's truancy clinic established by the Probate Court serving the town/city, a parent/guardian with a child defined as a truant or who is at risk of becoming a truant. *(An attendance officer or a police officer shall deliver the citation and summons and a copy of the referral to the parent/guardian.)*

#### **Dismissal**

No school, grade, or class may be dismissed before the regularly scheduled dismissal time without the approval of the Superintendent or his/her designee.

No teacher may permit any individual student to leave school prior to the regular hour of dismissal without the permission of the Principal.

## **Students**

### **Attendance/Excuses/Dismissal**

#### **Dismissal** (continued)

No student may be permitted to leave school at any time other than at regular dismissal without the approval of the student's parent/guardian. If a court official with legal permission to take custody of a child, or if a police officer arrests a student, the parent/guardian should be notified of these situations by the administration.

(cf. 5142 - Student Safety)

(cf. 5113.2 - Truancy)

(cf. 6113 - Released Time)

#### **Legal Reference**

##### **Connecticut General Statutes**

10-220(c) Duties of boards of education (as amended by PA 15-225)

10-184 Duties of parents (as amended by PA 98-243, PA 00-157 and PA 18-15)

10-185 Penalty

10-198a Policies and procedures concerning truants (as amended by PA 11-136, An Act Concerning Minor Revisions to the Education Statutes and PA 14-198, An Act Concerning Excused Absences from School for Children of Service Members, and PA 16-147, An Act Concerning the Recommendations of the Juvenile Justice Policy and Oversight Committee)

10-198b State Board of Education to define "excused absence," "unexcused absence," and "disciplinary absence" (as amended by PA 21-46, Section 19)

10-198c Attendance review teams.

10-198d Chronic absenteeism (as amended by PA 17-14 and PA 18-182)

45a-8c Truancy clinic. Administration. Policies and procedures. Report. (as amended by PA 15-225)

10-199 through 10-202 Attendance, truancy - in general

*Action taken by State Board of Education on January 2, 2008, to define "attendance."*

*Action taken by State Board of Education on June 27, 2012, to define "excused" and "unexcused" absences.*

PA 17-14 An Act Implementing the Recommendations of the Department of Education

PA 21-46 An Act Concerning Social Equity and the Health, Safety and Education of Children

**Policy adopted:**

rev 7/18

rev 7/21

*Existing policy with a needed modification based on P.A. 21-95, Section 14.*

## **Students**

### **Bullying Prevention and Intervention**

The New Hartford Board of Education is committed to creating and maintaining an educational environment that is physically, emotionally and intellectually safe and thus free from bullying, harassment and discrimination. In accordance with state law and the Board's Safe School Climate Plan, the Board expressly prohibits any form of bullying behavior on school grounds; at a school-sponsored or school-related activity, function or program, whether on or off school grounds; at a school bus stop; on a school bus or other vehicle owned, leased or used by a local or regional Board of Education; or through the use of any electronic device.

The Board also prohibits any form of bullying behavior outside of the school setting if such bullying (i) creates a hostile environment at school for the student against whom such bullying was directed, (ii) infringes on the rights of the student against whom such bullying was directed at school, or (iii) substantially disrupts the education process or the orderly operation of a school.

**Discrimination and/or retaliation against an individual who reports or assists in the investigation of an act of bullying is likewise prohibited.**

Students who engage in bullying behavior shall be subject to school discipline, up to and including expulsion, in accordance with the Board's policies on student discipline, suspension and expulsion, and consistent with state and federal law.

For purposes of this policy, "**Bullying**" is an act that is direct or indirect and severe, persistent or pervasive which:

1. causes physical or emotional harm to an individual;
2. places an individual in reasonable fear of physical or emotional harm;
3. infringes on the rights and opportunities of an individual at school.

Bullying shall include, but not be limited to, a written, verbal or electronic communication or physical act or gesture based on any actual or perceived differentiating characteristics, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression, socioeconomic status, academic status, physical appearance, or mental, physical, developmental or sensory disability, or by association with an individual or group who has or is perceived to have one or more of such characteristics.

For purposes of this policy, "**Cyberbullying**" means any act of bullying through the use of the Internet, interactive and digital technologies, cellular mobile telephone or other mobile electronic devices or any electronic communications.

## **Students**

### **Bullying Prevention and Intervention (continued)**

Consistent with the requirements under state law, the New Hartford Board of Education authorizes the Superintendent or his/her designee(s), along with the Safe School Climate Coordinator (Director of Student Services), to be responsible for developing and implementing a Safe School Climate Plan in furtherance of this policy. As provided by state law, such Safe School Climate Plan shall include, but not be limited to provisions which:

1. Enable students to anonymously report acts of bullying to school employees and require students and the parents or guardians of students to be notified annually of the process by which students may make such reports;
2. enable the parents or guardians of students to file written reports of suspected bullying;
3. require school employees who witness acts of bullying or receive reports of bullying to orally notify the Safe School Climate Specialist (Principal), or another school administrator if the Safe School Climate Specialist is unavailable, not later than one school day after such school employee witnesses or receives a report of bullying, and to file a written report not later than two school days after making such oral report;
4. require the Safe School Climate Specialist to investigate or supervise the investigation of all reports of bullying and ensure that such investigation is completed within 10 school days after receipt of any written reports made under this section and that the parents or guardians of the student alleged to have committed an act or acts of bullying and the parents or guardians of the student against whom such alleged act or acts were directed receive prompt notice that such investigation has commenced;
5. require the Safe School Climate Specialist to investigate any anonymous reports, except that no disciplinary action shall be taken solely on the basis of an anonymous report;
6. include a prevention and intervention strategy for school employees to deal with bullying;
7. provide for the inclusion of language in student codes of conduct concerning bullying;
8. require each school to notify the parents or guardians of students who commit any verified acts of bullying and the parents or guardians of students against whom such acts were directed not later than forty-eight hours after the completion of the investigation;
9. require each school to invite the parents or guardians of a student who commits any verified act of bullying and the parents or guardians of the student against whom such act was directed to a meeting to communicate to such parents or guardians the measures being taken by the school to ensure the safety of the student against whom such act was directed and to prevent further acts of bullying;

## **Students**

### **Bullying Prevention and Intervention (continued)**

10. require each school to invite the parents or guardians of a student who commits any verified act of bullying to a meeting, separate and distinct from the meeting required in subdivision (9) above, to discuss specific interventions undertaken by the school to prevent further acts of bullying;
11. establish a procedure for each school to document and maintain records relating to reports and investigations of bullying in such school and to maintain a list of the number of verified acts of bullying in such school and make such list available for public inspection, and annually report such number to the Department of Education and in such manner as prescribed by the Commissioner of Education;
12. direct the development of case-by-case interventions for addressing repeated incidents of bullying against a single individual or recurrently perpetrated bullying incidents by the same individual that may include both counseling and discipline;
13. prohibit discrimination and retaliation against an individual who reports or assists in the investigation of an act of bullying;
14. direct the development of student safety support plans for students against whom an act of bullying was directed that address safety measures the school will take to protect such students against further acts of bullying;
15. require the Principal of a school (or in his/her absence, the Superintendent of Schools), to notify the appropriate local law enforcement agency when such Principal, (or Superintendent) believes that any acts of bullying constitute criminal conduct;
16. prohibit bullying (A) on school grounds, at a school-sponsored or school-related activity, function or program whether on or off school grounds, at a school bus stop, on a school bus or other vehicle owned, leased or used by a local or regional board of education, or through the use of an electronic device or any electronic device, and (B) outside of the school setting if such bullying (i) creates a hostile environment at school for the student against whom such bullying was directed, (ii) infringes on the rights of the student against whom such bullying was directed at school, or (iii) substantially disrupts the education process or the orderly operation of a school;
17. require, at the beginning of each school year, each school to provide all school employees with a written or electronic copy of the school district's safe school climate plan; and
18. require that all school employees annually complete the training described in Connecticut General Statutes §10-220a.

The notification required pursuant to subdivision (8) (above) and the invitation required pursuant to subdivisions (9) and (10) (above) shall include a description of the response of school employees to such acts and any consequences that may result from the commission of further acts of bullying. Any information provided under this policy or accompanying Safe School Climate Plan shall be provided in accordance with the confidentiality restrictions imposed under the Family Educational Rights Privacy Act ("FERPA") and the District's Confidentiality and Access to Student Information policy and regulations.

## **Students**

### **Bullying Prevention and Intervention (continued)**

#### **Safe School Climate Committee**

For the school year commencing July 1, 2012, and each school year thereafter, the Principal of each District school shall establish a new committee or designate at least one existing committee that is responsible for developing and fostering a safe school climate and addressing issues related to bullying in the school. The committee must include at least one parent/guardian of a student enrolled in the school, appointed by the Principal.

Beginning July 1, 2021 and each school year thereafter, such committee shall also include: (a) school personnel, including, but not limited to, at least one teacher selected by the exclusive bargaining unit representative for certified employees, (b) medical and mental health personnel assigned to such school, and (c) at the high school level at least one student enrolled at the school. The student is to be selected by the students in a manner determined by the school Principal.

The New Hartford Board of Education shall approve the Safe School Climate Plan developed pursuant to this policy and submit such plan to the Department of Education. Not later than thirty (30) calendar days after approval by the Department, the Board shall make such plan available on the Board's and each individual school in the school District's web site and ensure that the Safe School Climate Plan is included in the school District's publication of the rules, procedures and standards of conduct for schools and in all student handbooks.

Legal Reference:      Connecticut General Statutes

10-15b Access of parent or guardian to student's records. Inspection and subpoena of school or student records.

10-145a Certificate of qualification. Specific components of teacher preparation programs.

10-45o Teacher education and mentoring program. Administrator three-year plan. Instructional modules. Data system. Guidelines.

10-220a In-service training. Professional development committees.

10-222d Policy on bullying behavior, as amended by PA 08-160, P.A. 11-232 and P.A. 14-172.

10-222g Prevention and intervention strategy re: bullying.

10-222h Analysis of bullying policies.

## **Students**

### **Bullying Prevention and Intervention**

Legal Reference: Connecticut General Statutes (continued)

10-222K District safe school climate coordinator. Safe school climate specialist. Safe school climate committee (as amended by PA 21-95, Section 14.)

10-233a through 10-233f re: suspension and expulsion.

PA 11-232 An Act Concerning the Strengthening of School Bullying Laws.

PA 14-172 An Act Concerning Improving Employment Opportunities through Education and Ensuring Safe School Climates.

PA 14-234 An Act Concerning Domestic Violence and Sexual Assault.

Policy adopted: March 20, 2012  
Policy revised: September 18, 2018  
Policy revised: June 1, 2021  
Policy revised:

NEW HARTFORD PUBLIC SCHOOLS  
New Hartford, Connecticut



**New Hartford Public Schools  
Report of Suspected Bullying Behaviors**

Name of Person Completing Report: \_\_\_\_\_ Date: \_\_\_\_\_

Impacted Student: \_\_\_\_\_

Relationship of Reporter to Impacted Student (self, parent, teacher, peer, etc.): \_\_\_\_\_

Complaint Filed Against: \_\_\_\_\_

Date of Incident(s): \_\_\_\_\_ Location(s): \_\_\_\_\_ Time: \_\_\_\_\_

Describe the basis for your report. Include information about the incident, participants, background to the incident, and any attempts you have made to resolve the problem. Please note relevant dates, times and places.

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Indicate if there are witnesses who can provide more information regarding your report. If the witnesses are not school district staff or students, please provide contact information.

| Name  | Address | Telephone Number |
|-------|---------|------------------|
| _____ | _____   | _____            |
| _____ | _____   | _____            |
| _____ | _____   | _____            |

Have there been previous incidents (circle one)?      Yes      No

If "yes", please describe the behavior of concern, the approximate dates and the location:

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Were these incidents reported to school personnel (circle one)?      Yes      No

If "Yes" to whom was it reported and when? \_\_\_\_\_

Was the report verbal or written? \_\_\_\_\_

**Proposed Solution:**

Indicate your opinion on how this problem might be resolved in the school setting. Be as specific as possible.

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I certify that the above information and events are accurately depicted to the best of my knowledge.

Signature of Reporter

Date Submitted

Received By

Date Received

**New Hartford Public Schools**  
**Report of Suspected Bullying Behaviors**  
(continued)

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**For Staff Use Only:**

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**Has reporter requested anonymity?**    Yes    No

**Administrative Investigation Notes (use separate sheet if necessary):**

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**Bullying Verified?**    Yes \_\_\_\_\_    No \_\_\_\_\_

**Remedial Action(s) Taken:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**If Bullying Verified, Has Notification Been Made to Parents of Students Involved?**

|                              |                         |
|------------------------------|-------------------------|
| <b>Parents' Names:</b> _____ | <b>Date Sent:</b> _____ |
| <b>Parents' Names:</b> _____ | <b>Date Sent:</b> _____ |
| <b>Parents' Names:</b> _____ | <b>Date Sent:</b> _____ |
| <b>Parents' Names:</b> _____ | <b>Date Sent:</b> _____ |

**If Bullying Verified, Has Invitation to Meeting Been Sent to Parents of Students?**

|                              |                         |
|------------------------------|-------------------------|
| <b>Parents' Names:</b> _____ | <b>Date Sent:</b> _____ |
| <b>Parents' Names:</b> _____ | <b>Date Sent:</b> _____ |
| <b>Parents' Names:</b> _____ | <b>Date Sent:</b> _____ |
| <b>Parents' Names:</b> _____ | <b>Date Sent:</b> _____ |

**Date of Meetings:**    \_\_\_\_\_    \_\_\_\_\_    \_\_\_\_\_

**If Bullying Verified, Has School Developed Student Safety Support/Intervention Plan?**    Yes\_\_\_ No \_\_\_

(Attach bullying complaint, witness statements, and notification to parents of students involved if bullying is verified, invitations to parent meetings, records of parent meetings)

**New Hartford Public Schools**  
**Report of Bullying Form/Investigation Summary**

School \_\_\_\_\_ Date \_\_\_\_\_

Location(s) \_\_\_\_\_

**Reporter Information:**

Anonymous Student Report \_\_\_\_\_

Staff Member Report \_\_\_\_\_ Name \_\_\_\_\_

Parent/Guardian Report \_\_\_\_\_ Name \_\_\_\_\_

Student Report \_\_\_\_\_ Name \_\_\_\_\_

**Student Reported as Committing Act:** \_\_\_\_\_

**Impacted Student:** \_\_\_\_\_

**Description of Alleged Act(s):** \_\_\_\_\_

**Time and Place:** \_\_\_\_\_

**Names of Potential Witness:** \_\_\_\_\_

**For Staff Use Only:**

**Action of Reporter:** \_\_\_\_\_

**Administrative Investigation Notes (use separate sheet if necessary):**

**Bullying Verified?** Yes \_\_\_\_\_ No \_\_\_\_\_

**Remedial Action(s) Taken:** \_\_\_\_\_

**New Hartford Public Schools**  
**Report of Bullying Form/Investigation Summary**  
(continued)

**If Bullying Verified, Has Notification Been Made to Parents of Students Involved?**

|                              |                         |
|------------------------------|-------------------------|
| <b>Parents' Names:</b> _____ | <b>Date Sent:</b> _____ |
| <b>Parents' Names:</b> _____ | <b>Date Sent:</b> _____ |
| <b>Parents' Names:</b> _____ | <b>Date Sent:</b> _____ |
| <b>Parents' Names:</b> _____ | <b>Date Sent:</b> _____ |

**If Bullying Verified, Has Invitation to Meeting Been Sent to Parents of Students?**

|                              |                         |
|------------------------------|-------------------------|
| <b>Parents' Names:</b> _____ | <b>Date Sent:</b> _____ |
| <b>Parents' Names:</b> _____ | <b>Date Sent:</b> _____ |
| <b>Parents' Names:</b> _____ | <b>Date Sent:</b> _____ |
| <b>Parents' Names:</b> _____ | <b>Date Sent:</b> _____ |

**Date of Meetings:** \_\_\_\_\_

**If Bullying Verified, Has School Developed Student Safety Support/Intervention Plan?**      Yes\_\_\_ No \_\_\_

(Attach bullying complaint, witness statements, and notification to parents of students involved if bullying is verified, invitations to parent meetings, records of parent meetings)

**New Hartford Public Schools**  
**Report of Bullying/Consent to Release Student Information**

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

**Name of Student:** \_\_\_\_\_

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

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To Parent/Guardian:

A complaint of bullying has been made on behalf of your child alleging that he/she has been the victim of bullying. In order to facilitate a prompt and thorough investigation of the report, the New Hartford Public Schools may need to disclose the name of your child and/or other information in connection with this investigation which may otherwise disclose your child's identity.

*(Please check one):*

☐ I hereby give permission for the New Hartford Public Schools to disclose my child's name, along with any other information necessary to permit the district to adequately and appropriately investigate such report, to third parties contact by the district as part of its investigation.

☐ I do **NOT** give permission for the New Hartford Public Schools to disclose my child's name, along with any other information necessary to permit the district to adequately and appropriately investigate such report, to third parties contact by the district as part of its investigation.

\_\_\_\_\_  
Signature of Parent/Guardian

\_\_\_\_\_  
Date

\_\_\_\_\_  
Name (Please Print)

## VERIFIED ACTS OF BULLYING IN THE NEW HARTFORD SCHOOL