

**New Hartford Public Schools  
Board of Education Meeting  
Antolini School Multi-Purpose Room  
December 7, 2021 @ 7:00 p.m.**

[https://www.youtube.com/channel/UCX-\\_ZlomWmjG81dc\\_QM3rfg](https://www.youtube.com/channel/UCX-_ZlomWmjG81dc_QM3rfg)

- A. Chair to Open Meeting**
- B. Pledge of Allegiance**
- C. Chair Select Order of Business**
- D. New Business**
  - 1. Board of Education/Election of Board Officers**
  - 2. Discussion and possible action regarding process to fill Board of Education vacancy**
  - 3. Board of Education Meeting Calendar - 2022**
- E. Superintendent's Report**
  - 1. Curriculum Coordinator Development Plan-2021-2022**
- F. Public Comment/Communication**
- F. Consent Agenda**
  - 1. Approval of Minutes-November 16, 2021**
  - 2. Expenditure Report**
- G. Reports**
  - 1. Review Policy 0200(Mission-Goals-Objectives)**
  - 2. Review Policy 5144(Students/Physical Exercise and Discipline of Students**
  - 3. Review Policy 3542.43 (Food Service)**
  - 4. Review Policy 5113.2(Students/Attendance/Excused Absences/Truancy**
  - 5. Review Policy 5144.2(Students/Exclusionary Time Out Settings)**
  - 6. Review Policy 3542.41(Business/Non-Instructional Operations/Professional Standards for Food Service Personnel**
  - 7. Review Policy 1110.1(Community Relations/Parent Involvement)**
- 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

NEW HARTFORD TOWN HALL  
530 MAIN STREET  
P. O. BOX 315  
NEW HARTFORD, CONNECTICUT 06057  
OFFICE (860) 379-8546 FAX (860) 738-1766

**BRIAN P. MURPHY**  
SUPERINTENDENT  
OF SCHOOLS

**BARBARA MCLEAN**  
DIRECTOR OF  
STUDENT SERVICES

**KELLY CARROLL**  
PRINCIPAL  
BAKERVILLE CONSOLIDATED  
NEW HARTFORD ELEMENTARY

**AMANDA SHAW**  
PRINCIPAL  
ANN ANTOLINI SCHOOL

December 8, 2021

Ms. Lynn Florio, Town Clerk  
Town of New Hartford  
P. O. Box 316  
New Hartford, CT 06057

Dear Ms. Florio:

On December 7, 2021 at a Regular Meeting of the Board of Education, the Board voted on a schedule for its 2022 meetings.

Board of Education meetings held January 19, 2021 through April 20, 2021 will begin at 6:00 p.m. The meetings that are held at 6:00 p.m. will be virtual meetings. Meetings from May 18, 2021 through December 7, 2021 will begin at 7:00 p.m. All meetings will be held at Antolini School in the Multi-Purpose Room. The meeting dates for 2021 are as follows:

January 18, 2022  
February 1, 2022  
February 15, 2022  
March 1, 2022  
March 22, 2022  
April 5, 2022  
May 17, 2022

June 7, 2022  
August 16, 2022  
September 20, 2022  
October 18, 2022  
November 15, 2022  
December 6, 2022

Sincerely,

Brian Murphy  
Superintendent of Schools

cc: Board of Education  
Administrators  
Dan Jerram, First Selectman  
Kerry Guilfoyle, Chairman, Board of Finance

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# NEW HARTFORD PUBLIC SCHOOLS

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## DISTRICT PLAN FOR CONTINUOUS IMPROVEMENT OF TEACHING AND LEARNING

2021-2022



**Ann Antolini School**  
Amanda Shaw, Principal  
30 Antolini Road  
New Hartford, CT 06057  
phone: 860.489.4169  
fax: 860.489.0392

**Bakerville Consolidated School**  
Kelly Reis Carroll, Principal  
51 Cedar Lane  
New Hartford, CT 06057  
phone: 860.482.0288  
fax: 860.482.1905

**New Hartford Elementary School**  
Kelly Reis Carroll, Principal  
40 Wickett Street  
New Hartford, CT 06057  
phone: 860.379.0713  
fax: 860.379.6762

|                                                    |           |
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## **DISTRICT STAFF**

Brian Murphy, Superintendent

Amanda Shaw, Principal\*

Kelly Carroll, Principal\*

Barbara McLean, Director of Student Services

Heather Mathes, Curriculum Coach\*

Jennifer Harris, School Psychologist\*

Alexandra Plourd, School Psychologist\*

Alison Milano-Mailhot, Social Worker

Katie Baillargeon, Special Education

Drenka Marku, Special Education

Kayli Midwinter, Special Education\*

Stacy Quint, Special Education

Elise Yost, Special Education

Nicole Farley, Speech/Language

Elisabeth Swanson, Speech/Language

Amy Karpovich, Occupational Therapy

Michelle Gallant, Pre-K

Christine Mangini, Kindergarten

Janet Scully, Kindergarten

Kathleen Tancreti, Kindergarten\*

Colleen Toohey, Kindergarten

Kimberly Fry, First Grade\*

Lisa LoPresti, First Grade

Megan Zaba, First Grade

Shannon Guiheen, Second Grade

Tara Ljubuncic, Second Grade\*

Tara White, Second Grade

Haley Pilkington, Third Grade

Kim Stimson, Third Grade

Monika Underwood, Third Grade

Andrea Bennett, Fourth Grade\*

Ariel Schroeder, Fourth Grade

Brittany Sulvester, Fourth Grade

Nathan Tancreti, Fourth Grade

Susan Boucher, Fifth Grade

Karen Casey, Fifth Grade\*

Sarah Gaedeke, Fifth Grade

Shannon Bate, Sixth Grade

Matthew Guinan, Sixth Grade

Melissa Preece, Sixth Grade

Rebecca Stapleton, Sixth Grade

Sarah Mauro, Music

Alluson Melillo, Music

Deborah Marciano, Physical Education/ Health

Veronica Marquis, Physical Education/Health

Karen Pfeffer, Media Specialist\*

Rachel Savage, Art

Jacklyn Tobin, Spanish

Melissa Allison, Paraprofessional

Kellie Bournique, Paraprofessional

Christine Carangelo, Paraprofessional

Kelly Cravanzola, Paraprofessional

Kara DeSantis, Paraprofessional

Rose Dixon, Paraprofessional

Laurie Fenner, Paraprofessional\*  
Erica Figuieral, Paraprofessional  
Melissa Humphrey, Paraprofessional  
Shelly McCoy, Paraprofessional  
Kara Normand, Paraprofessional  
Amy Ouellette, Paraprofessional\*  
James Lathrop, Custodian  
Joseph Petrarca, Paraprofessional  
Christine Pietras, Paraprofessional  
Edward Pitcher-Draghi, Paraprofessional  
Jennifer Sincovic, Paraprofessional  
Kellyann Snowdon, Paraprofessional  
Theresa Stark, Paraprofessional  
Nicole Tomaselli, Paraprofessional  
Susan Traub, Paraprofessional  
Nancy Yabroski, Paraprofessional  
Andrew Zaorski, Paraprofessional  
Stephanie Zaorski, Paraprofessional  
Marie Bate, RN, Nurse  
Liza DiMartino, Nurse  
Marie Kitch, RN, Nurse  
Christine Barbaret, Administrative Assistant  
Carol Pollutro, Administrative Assistant  
Colleen Wipperman, Administrative Assistant  
Marissa Waseleski, Clerical Aide  
Marcia Jones, Instructional Assistant  
Paul Carmen, IT Director  
Linda Fitzgerald, Data Manager  
Ross Fenner, Custodian

Jamie Heuschkel, Custodian  
Richard Koenig, Custodian  
James Lathrop, Custodian  
John Pollutro, Custodian

\*Members of Building Leadership Team

# INTRODUCTION

## STATEMENT OF PURPOSE

In order to maintain coherence within the New Hartford Public Schools, we must explicitly connect our Mission, Goals, Measures, and Practices. Our expectations for student learning must reflect high-leverage goals needed for success in the 21st century. We understand that the achievement of these goals can only be realized with full alignment of all New Hartford Public Schools' organizational systems and supports.

This plan intentionally overlaps and integrates the goals and action steps of the Antolini School Improvement Plan, the Bakerville/New Hartford Elementary School Improvement Plan and the Department of Student Services Improvement Plan. The development of our curriculum is a critical component to ensuring our students continue to receive rigorous instruction that is grounded in the Common Core Standards.

## NEW HARTFORD PUBLIC SCHOOLS THEORY OF ACTION

If we cultivate a culture focused on continuous improvement that values professional growth and collaboration and sets high expectations for teaching and learning, strengthening the capacity of educators to actively engage students in differentiated learning, then we ensure ALL students are meeting growth targets and will continue to meet or exceed our high expectations.

## NEW HARTFORD PUBLIC SCHOOLS MISSION STATEMENT

The mission of the New Hartford Public Schools in partnership with families and the community is to inspire and prepare all children to become independent and enthusiastic learners who achieve personal excellence by providing a challenging and exemplary education program that is differentiated, inclusive, and dynamic.

## BAKERVILLE AND NHES SCHOOL MISSION STATEMENT

We are safe, caring, respectful of others and proud of our differences. Everyday we work together to learn, to grow and to create a stronger community.

## NEW HARTFORD PUBLIC SCHOOLS FIVE YEAR GOALS

- To improve Teaching and Learning in a constantly changing 21st century classroom. Data driven decision making will drive a student centered learning environment.
- To improve school climate that will allow students and staff to maximize their potential in a positive learning environment
- To improve infrastructure and utilize technology to expand educational opportunities for all students

## TEACHING AND LEARNING

Our commitment to mathematics and the language arts is unwavering. We continue to promote meaningful differentiation for students and teachers. We focus on the standards but also understand that there are multiple avenues for realizing success with those standards. We utilize data from the Smarter Balanced Assessments in conjunction with our in-district data to identify areas of focus for the school year.

A positive school climate is at the heart of elementary teaching and learning. During the last several years, all three schools have implemented practices to enhance the school climate for all students, staff, and visitors. The Bakerville Consolidated and New Hartford Elementary School vision is known and practiced by all: *We are safe, caring, respectful of others and proud of our differences. Everyday we work together to learn, to grow and to create a stronger community.* At Ann Antolini School school vision is: *As a member of the Ann Antolini School community, I will treat everyone with respect and behave in a manner that promotes learning.* Additionally, all members of our school community are expected to follow our school-wide expectations. The work that we do is aligned with national school climate standards.

## NEW HARTFORD PUBLIC SCHOOLS ACADEMIC GOALS

- At least 75% of students will meet grade level proficiency targets on district benchmark assessments in reading, writing and math each year.
- At least 90% of parents will feel well informed about what is going on at school as measured by the annual School Climate Surveys
- Meeting performance goal of 2% improvement each year on the state's Smarter Balanced Assessments in English/Language Arts/Math. This increase will total a 10% increase over 5 years.
- At least 90% of parents will feel well informed about what is going on at school as measured by the annual school climate surveys.

# NEW HARTFORD PUBLIC SCHOOLS STUDENT LEARNING GOALS

## GOAL #1 READING

Read and comprehend complex literary and informational texts independently and proficiently. (CCSS Reading Anchor Standard 10)

### Smarter Balanced Assessment Alignment

- ELA/Literacy Claim 1: Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.
- ELA/Literacy Claim 4: Students engage in research/inquiry to investigate topics, and to analyze, integrate, and present information.

### Strategies

*What specific actions will lead us to our goal?*

1. Principals and teachers will assess current practices in ELA, including writer's workshop and reader's workshop to determine additional strategies, materials and supports needed to address the CCSS.
2. Establish a language arts committee composed of teachers in regular education and special education in kindergarten through sixth grade. The goals of this committee will be to review our continuum of reading and writing instruction in preschool through sixth grade, identify needs related to grammar/vocabulary/spelling/close reading; assessment practices, including those tied to Smarter Balanced.
3. Review and analyze district data and ongoing running records to drive instruction and form needs-based guided reading and strategy groups, as well as intervention and before school tutoring groups.
4. Participate in ongoing embedded professional development, co-teaching and coaching rounds with the curriculum coach and colleagues in reader's workshop to increase depth of knowledge in reading comprehension, reading responses and the science of reading.
5. Classroom teachers will facilitate reader's workshop to drive student-centered learning and support passionate, engaged readers.
6. Participate in weekly PLC meetings to analyze student assessment data and align best instructional practices to student outcomes.
7. Implement Heggerty phonemic awareness instruction in preschool through second grade. Implement Foundations phonics instruction with all students preschool through fourth grade.
8. Identify students for the before school tutoring program and/or in school SRBI to provide targeted reading interventions.
9. Maintain and revise a five year curriculum plan to ensure that our curriculum aligns to the CT Common Core Standards and embeds highly effective instructional practices.
10. Maintain and revise, as needed, the kindergarten through sixth ELA curriculum documents.

## Indicators

*What information can we use to measure our progress toward our goal?*

- Fountas and Pinnell reading assessment data
- Formative Foundations assessment data
- Teachers College Running Records
- DIBELS 8 data
- Smarter Balanced ELA summative assessments
- Smarter Balanced ELA interim assessments

## GOAL #2 MATHEMATICS

Attend to precision. (CCSS Standards for Mathematical Practice 6)

## Strategies

*What specific actions will lead us to our goal?*

1. Kindergarten through grade 6 teachers will implement *Illustrative Math* while engaging in professional development throughout the school year to ensure comprehensive understanding and implementation of the program. Participate in co-teaching and coaching rounds with the curriculum coach and colleagues to support best practices in math instruction.
2. Establish a math committee composed of teachers in regular education and special education in kindergarten through sixth grade. The goals of the committee will be to discuss the implementation of *Illustrative Mathematics*, review grade level assessments, as well as conducting an ongoing review of Smarter Balanced content.
3. Teachers will use PLC time to analyze math growth data and align best instructional practices to student outcomes.
4. Implement daily Number Talks in grades Kindergarten to second grade.
5. Identify students for the before school tutoring program and/or during school SRBI services to provide targeted math interventions.
6. Maintain and revise a five year curriculum plan to ensure that our curriculum aligns to the CT Common Core Standards and embeds highly effective instructional practices.
7. Develop math curriculum documents for kindergarten through sixth grade.

## Indicators

*What information can we use to measure our progress toward our goal?*

- NWEA MAP Growth assessment
- *Illustrative Math* formative and summative assessments
- Smarter Balanced Mathematics summative assessments
- Smarter Balanced Mathematics interim assessments

### **GOAL #3 TECHNOLOGY**

Utilize technology to expand educational opportunities for all students.

- Students recognize the rights, responsibilities, and opportunities of living, learning, and working in an interconnected digital world, and they act and model in ways that are safe, legal, and ethical. (ISTE Standards for Students 2: Digital Citizen)

#### **Strategies**

*What specific actions will lead us to our goal?*

1. Provide direct instruction for all kindergarten through grade 2 students during Library Media lessons to utilize secure passwords and login to Chromebooks to access instructional platforms.
2. Teachers will incorporate appropriate digital tools into the classrooms, ensuring that students have varied experience with technology throughout the year.
3. Students in all grades will participate in a 1:1 initiative, ensuring that they have access to technology at school and at home.
4. Students will utilize online learning platforms, such as Lexia and Dreambox, to support their learning in reading and math.
5. Grade 5 and 6 students will participate in a global manufacturing program with staff from Goodwin University, giving them the opportunity to engage in the engineering process through an authentic experience.
6. Promethean Boards will be used to promote engagement and enriching experiences in the classroom.
7. Train staff to use the Securly platform to monitor student digital use.
8. Ongoing professional development in effective instructional technology application within the classroom will be offered through EdCamp and peer learning opportunities.

#### **Indicators**

*What information can we use to measure our progress toward our goal?*

1. Securly data

### Additional Priorities

- Provide professional learning opportunities to support English Learners in the classroom in the area of reading.
- Second year implementation of RULER approach to social-emotional learning (Yale Center for Emotional Intelligence) with students.
- *Mystery Science* will be used in Kindergarten through fifth grade to provide students with engaging experiences in science.
- The district will begin to review and revise our social studies curriculum.
- Peer observations, Learning Rounds and collegial feedback on best practices.
- Utilize common scoring of student work to ensure consistency of expectations for student responses to text and writing genres through PLC and ODP norming meetings.
- Use effective intervention strategies to support struggling students as identified through the SRBI process.
- Participate in regular PLC meetings to review student assessment data, progress and plan for curriculum implementation.
- Utilize Performance Matters to review student data holistically.
- Provide training to special education staff in DIBELS 8.
- Provide training to special education paraprofessionals in Foundations.

## LONGITUDINAL DATA: ACADEMIC RESULTS

### READING

Percent of Students Meeting/Exceeding Goal in Reading (Fountas and Pinnell)

| 2020-2021    |       |
|--------------|-------|
| Grade        | EOY   |
| Kindergarten | 87%   |
| Grade 1      | 89%   |
| Grade 2      | 85%   |
| Grade 3      | 82%   |
| Grade 4      | 81.6% |
| Grade 5      | 58.1% |
| Grade 6      | 68.4% |
| K-6 Overall  | 78.7% |

### DIBELS

Percent of Students Meeting/Exceeding Goal in DIBELS 8

| 2020-2021    |              |                      |                 |              |                 |
|--------------|--------------|----------------------|-----------------|--------------|-----------------|
| Grade        | Time of Year | Well Below Benchmark | Below Benchmark | At Benchmark | Above Benchmark |
| Kindergarten | Fall         | 25%                  | 43%             | 25%          | 7%              |
|              | Spring       | 17%                  | 7%              | 59%          | 17%             |
| Grade 1      | Fall         | 34%                  | 17%             | 28%          | 21%             |
|              | Spring       | 9%                   | 11%             | 37%          | 43%             |
| Grade 2      | Fall         | 40%                  | 15%             | 30%          | 8%              |
|              | Spring       | 24%                  | 17%             | 31%          | 28%             |
| Grade 3      | Fall         | 9%                   | 22%             | 38%          | 31%             |
|              | Spring       | 13%                  | 16%             | 32%          | 40%             |
| K-3 Overall  | Fall         | 26%                  | 23%             | 32%          | 19%             |
|              | Spring       | 16%                  | 13%             | 38%          | 33%             |

## WRITING

### Percent of Students Meeting/Exceeding Goal in Writing

| 2020-2021    |        |
|--------------|--------|
|              | Spring |
| Kindergarten | 98%    |
| Grade 1      | 96%    |
| Grade 2      | 87%    |
| Grade 3      | 45.3%  |
| Grade 4      | 51%    |
| Grade 5      | 70.4%  |
| Grade 6      | 44.4%  |
| K-6 Overall  | 70.3%  |

## SMARTER BALANCED ASSESSMENT: ELA

### Percentage of Students Meeting/Exceeding Goal, Grades 3-6

| 2020-2021  |               |             |
|------------|---------------|-------------|
|            | New Hartford* | State of CT |
| Grade 3    | 65.5%         | 57.6%       |
| Grade 4    | 52.9%         | 59.3%       |
| Grade 5    | 66.2%         | 63.5%       |
| Grade 6    | 63.0%         | 58.5%       |
| Grades 3-6 | 63.1%         | 59.8%       |

\*Results are for students who were in person or mostly in person for the 2021-2021 school year.

## MATH

### NWEA MAP GROWTH

Percent of Students High Growth and/or High Achieving on

| GRADE        | 2020-2021 |
|--------------|-----------|
| Kindergarten | 82%       |
| Grade 1      | 93%       |
| Grade 2      | 84%       |
| K-2 Overall  | 86%       |

### SMARTER BALANCED ASSESSMENT: MATH

| 2020-2021  |               |             |
|------------|---------------|-------------|
|            | New Hartford* | State of CT |
| Grade 3    | 65.5%         | 57.4%       |
| Grade 4    | 44.1%         | 54.7%       |
| Grade 5    | 40%           | 49.2%       |
| Grade 6    | 58.7%         | 47.4%       |
| Grades 3-6 | 52.2%         | 52.8%       |



## NEW HARTFORD PUBLIC SCHOOLS

### Five Year Curriculum Plan

#### *Theory of Action*

*If we cultivate a culture focused on continuous improvement that values professional growth and collaboration, and set high expectations for teaching and learning, strengthening the capacity of educators to actively engage students in differentiated learning, then we ensure that ALL students are meeting growth targets and will continue to meet or exceed our high expectations.*

| Year      | Professional Learning                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Curriculum                                                                                                                                                                                                                                                                                                                                    | Instruction                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Assessment                                                                                                                                                                                                                                                                                                                                                            |
|-----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 2021-2022 | <ul style="list-style-type: none"> <li>• C3 Social Studies Standards/Curriculum Overview</li> <li>• Illustrative Math - K-6</li> <li>• NGSS Standards Overview</li> <li>• Reading PD (best practices for instruction/close reading)</li> <li>• Continue RULER Approach Training for staff and students</li> <li>• K-12 Regional Curriculum Council</li> <li>• Monthly Professional Meetings</li> <li>• Weekly Grade Level PLC Meetings</li> <li>• Learning Rounds--School/District</li> </ul> | <ul style="list-style-type: none"> <li>• Revision of district-wide Language Arts</li> <li>• Creation of district-wide math curriculum</li> <li>• Revision of Specialist Content Area curriculum (Library/Media, Music, PE, Health, Art, Spanish)</li> <li>• Reflect/revise pacing guides for ELA, Math, Science and Social Studies</li> </ul> | <ul style="list-style-type: none"> <li>• 1st year Heggerty Phonemic Awareness curriculum implementation grades K-2</li> <li>• 1st year Mystery Science implementation grades K-5</li> <li>• 1st year Foundations grades 3-4 implementation</li> <li>• 4th year Reader's Workshop implementation</li> <li>• 3rd year RULER Approach implementation with staff; 2nd year with students</li> <li>• 3rd year Illustrative Math implementation, grade 6; 2nd year with grades K-5</li> <li>• 3rd year NGSS Science Units implementation grade 6</li> </ul> | <ul style="list-style-type: none"> <li>• Universal screener-DIBELS 8 K-3</li> <li>• NWEA MAP Growth K-2</li> <li>• SBA Interim Assessments ELA and Math 3-6</li> <li>• SBA Interims Science 3-5</li> <li>• Norming meeting held to calibrate writing scoring practices</li> <li>• Continued use of district-wide assessments in reading, writing, and math</li> </ul> |

Revised 8/24/21

|                  |                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                      |
|------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>2022-2023</b> | <ul style="list-style-type: none"> <li>• Continue RULER Approach Training for staff and students</li> <li>• Social Studies PD</li> <li>• Continuation of Reading PD</li> <li>• K-12 Regional Curriculum Council</li> <li>• Monthly Professional Meetings</li> <li>• Weekly Grade Level PLC Meetings</li> <li>• Learning Rounds--School/District</li> </ul> | <ul style="list-style-type: none"> <li>• Creation of district-wide NGSS Science curriculum</li> <li>• Creation of district-wide Social Studies curriculum</li> <li>• Revision of district-wide Language Arts and Math curriculum</li> <li>• Revision of Specialist Content Area curriculum (Library/Media, Music, PE, Health, Art, Spanish)</li> <li>• Reflect/revise pacing guides for ELA, Math, Science and Social Studies</li> </ul>                             | <ul style="list-style-type: none"> <li>• 2nd year Heggerty Phonemic Awareness curriculum implementation grades K-2</li> <li>• 2nd year Mystery Science implementation grade K-5</li> <li>• 2nd year Foundations grades 3-4 implementation</li> <li>• 5th year Reader's Workshop implementation</li> <li>• 4th year NGSS Science Units implementation grade 6</li> <li>• 4th year RULER Approach implementation with staff; 3rd year with students</li> <li>• 4th year Illustrative Math implementation for grade 6; 3rd year with grades K-5</li> </ul>  | <ul style="list-style-type: none"> <li>• Universal screener-DIBELS 8 K-3</li> <li>• NWEA MAP Growth K-2</li> <li>• SBA Interim Assessments ELA and Math 3-6</li> <li>• SBA Interims Science 3-5</li> <li>• Norming meeting to calibrate writing scoring practices</li> <li>• Continued use of district-wide assessments in reading, writing, and math</li> </ul>     |
| <b>2023-2024</b> | <ul style="list-style-type: none"> <li>• Continuation of Social Studies PD</li> <li>• Writing PD</li> <li>• K-12 Regional Curriculum Council</li> <li>• Monthly Professional Meetings</li> <li>• Weekly Grade Level PLC Meetings</li> <li>• Learning Rounds--School/District</li> </ul>                                                                    | <ul style="list-style-type: none"> <li>• Continue drafting of district-wide NGSS Science curriculum</li> <li>• Continue drafting of district-wide Social Studies curriculum</li> <li>• Revision of drafting district-wide Language Arts and Math curriculum</li> <li>• Revision of Specialist Content Area curriculum (Library/Media, Music, PE, Health, Art, Spanish)</li> <li>• Reflect/revise pacing guides for ELA, Math, Science, and Social Studies</li> </ul> | <ul style="list-style-type: none"> <li>• 3rd year Heggerty Phonemic Awareness curriculum implementation grades K-2</li> <li>• 3rd year Mystery Science implementation grades K-5</li> <li>• 3rd year Foundations grades 3-4 implementation</li> <li>• 6th year Reader's Workshop implementation</li> <li>• 5th year NGSS Science Units implementation grade 6</li> <li>• 5th year RULER Approach implementation with staff; 4th year with students</li> <li>• 5th year Illustrative Math implementation for grade 6; 4th year with grades K-5</li> </ul> | <ul style="list-style-type: none"> <li>• Universal screener-DIBELS8 K-3</li> <li>• NWEA MAP Growth K-2</li> <li>• SBA Interim Assessments ELA and Math 3-6</li> <li>• SBA Interims Science 3-5</li> <li>• Norming meeting held to calibrate writing scoring practices</li> <li>• Continued use of district-wide assessments in reading, writing, and math</li> </ul> |

Revised 8/24/21

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| 2024-2025   | <ul style="list-style-type: none"> <li>Continuation of Writing PD</li> <li>K-12 Regional Curriculum Council</li> <li>Monthly Professional Meetings</li> <li>Weekly Grade Level PLC Meetings</li> <li>Learning Rounds--School/District</li> </ul> | <ul style="list-style-type: none"> <li>Revision of district-wide Social Studies Curriculum</li> <li>Revision of district-wide NGSS Science curriculum</li> <li>Revision of drafting district-wide Language Arts and Math curriculum</li> <li>Revision of Specialist Content Area curriculum (Library/Media, Music, PE, Health, Art, Spanish)</li> <li>Reflect/revise pacing guides for ELA, Math, Science, and Social Studies</li> </ul> | <ul style="list-style-type: none"> <li>4th year Heggerty Phonemic Awareness curriculum implementation grades K-2</li> <li>4th year Mystery Science implementation grades K-5</li> <li>4th year Foundations grades 3-4 implementation</li> <li>7th year Reader's Workshop implementation</li> <li>6th year NGSS Science Units implementation grade 6</li> <li>6th year RULER Approach implementation with staff; 5th year with students</li> <li>6th year Illustrative Math implementation for grade 6; 5th year with grades K-5</li> </ul> | <ul style="list-style-type: none"> <li>Universal screener-DIBELS 8 K-3</li> <li>NWEA MAP Growth K-2</li> <li>SBA Interim Assessments ELA and Math 3-6</li> <li>SBA Interims Science 3-5</li> <li>Norming meeting held to calibrate writing scoring practices</li> <li>Continued use of district-wide assessments in reading, writing, and math</li> </ul>       |
| 2025 - 2026 | <ul style="list-style-type: none"> <li>K-12 Regional Curriculum Council</li> <li>Monthly Professional Meetings</li> <li>Weekly Grade Level PLC Meetings</li> <li>Learning Rounds--School/District</li> </ul>                                     | <ul style="list-style-type: none"> <li>Revision of district-wide Social Studies Curriculum</li> <li>Revision of district-wide NGSS Science curriculum</li> <li>Revision of drafting district-wide Language Arts and Math curriculum</li> <li>Revision of Specialist Content Area curriculum (Library/Media, Music, PE, Health, Art, Spanish)</li> <li>Reflect/revise pacing guides for ELA, Math, Science, and Social Studies</li> </ul> | <ul style="list-style-type: none"> <li>5th year Heggerty Phonemic Awareness curriculum implementation grades K-2</li> <li>5th year Mystery Science implementation grades K-5</li> <li>5th year Foundations grades 3-4 implementation</li> <li>8th year Reader's Workshop implementation</li> <li>7th year NGSS Science Units implementation grade 6</li> <li>7th year RULER Approach implementation with staff; 6th year with students</li> <li>7th year Illustrative Math implementation for grade 6; 6th year with grades K-5</li> </ul> | <ul style="list-style-type: none"> <li>Universal screener-DIBELS 8 K-3</li> <li>NWEA MAP Growth K-2</li> <li>SBA Interim Assessments ELA and Math 3-6</li> <li>SBA Interims Science 5th grade</li> <li>Norming meeting held to calibrate writing scoring practices</li> <li>Continued use of district-wide assessments in reading, writing, and math</li> </ul> |

Revised 8/24/21



# NEW HARTFORD PUBLIC SCHOOLS

## READING CURRICULUM

|                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |       |   |
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| Unit                | Building a Reading Life                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Grade | 3 |
| Length of Unit      | 4-5 weeks                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |       |   |
| Overview            | <p>In this unit, students will learn to take ownership of their own personal reading lives. They will acquire a deep understanding of themselves as readers and create a social life that revolves around shared books. They will develop independence using comprehension strategies such as envisioning and predicting to support their understanding of a text. Students will learn about what it means to have grit as a reader and will use strategies to solve unknown words.</p> <p>During this unit, students will also become familiar with the routines and expectations of Reader's Workshop. In addition, students will work to build their reading stamina. The goal is for students to be able to read independently for 30 minutes.</p>                        |       |   |
| Essential Questions | <p>How can I make reading a big part of my life and remember what I have already learned about having and sharing ideas as I read?</p> <p>How can I set and live by reading goals, remembering what I know about just-right books, reading often, and reading faster, longer, stronger?</p> <p>How can I get better at checking that I am making sense of what I read, and that I have strategies to use when the text does not make sense?</p>                                                                                                                                                                                                                                                                                                                               |       |   |
| Standards           | <p><b>Priority Standards for this Unit:</b></p> <p>RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>RL.3.2 Recount stories, including fables, folktales and myths from diverse cultures; determine the central message, lesson or moral and explain how it is conveyed through key details in the text.</p> <p>RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.</p> <p>RL.3.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.</p> |       |   |

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|                | <p>RI.3.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.</p> <p>RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.<br/>RF.3.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p>SL.3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p> <p><b>Supporting Standards for this Unit:</b></p> <p>RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.</p> <p>RL.3.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.</p> <p>L.3.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>L.3.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</p> <p>L.3.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., <i>After dinner that night we went looking for them</i>).</p> <p>SL 3.1 Engage effectively in a range of collaborative discussions with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.</p> <p>SL 3.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.</p> <p>SL.3.6: Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification</p> |
| Understandings | <p><i>Students will understand the importance of building a reading life and how this process will impact their success as a reader. Through this process they will develop their word-solving strategies, fluency and comprehension skills and apply them with greater independence. Volume and stamina will also be a key component. Students will also understand how to study their reading patterns so that they can set personal reading goals throughout the unit.</i></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| Knowledge      | <p><i>Students will ...</i></p> <ul style="list-style-type: none"> <li>• Know how to select books that are just right, keeping in mind what makes a book too hard and too easy</li> <li>• Know when to abandon a book that may be either too easy or too hard</li> <li>• Learn how to talk effectively with group members about text.</li> <li>• Engage in meaningful conversations that get others excited about books to read</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |

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|                            | <ul style="list-style-type: none"> <li>• Learn reading strategies to monitor reading for fluency and understanding</li> <li>• Solve unknown words using a variety of strategies, i.e. context clues</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                         |
| <b>Skills</b>              | <p><i>Students will be able to ...</i></p> <ul style="list-style-type: none"> <li>• Find a good reading spot</li> <li>• Set reading goals and track progress</li> <li>• Find just right books and choose texts that matter</li> <li>• Build reading stamina</li> <li>• Keep track of reading using a reading log</li> <li>• Follow the routines and expectations of Reader's Workshop.</li> <li>• Use a comprehension check after reading several pages or a chapter</li> <li>• Stop and jot about the characters in a book</li> <li>• Make a mental movie as they read to support comprehension</li> <li>• Make predictions based on what has already happened and story structure</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                         |
| <b>Assessments</b>         | <p><b>Formative:</b></p> <p>Ongoing Running Records<br/>Turn and Talks<br/>Reading Log<br/>Conferring Notes<br/>Written Responses &amp; Stop and Jots<br/>Pre Unit Assessment</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <p><b>Summative:</b></p> <p>F&amp;P Benchmark Assessment<br/>End of Unit Assessment</p> |
| <b>Learning Activities</b> | <p><i>Students will participate in a daily reading workshop. The Reader's Workshop lesson begins with a specific teaching point. The teacher then models and students actively engage in the work of the day. Students then go off to read independently with purpose while the teacher meets in strategy groups or has conferring sessions. The lesson ends with a share and/or partner work to further support the work on the day.</i></p> <p><i>A daily read aloud will be embedded into each day to support and extend the skills, strategies and concepts from Reader's Workshop.</i></p> <p><i>The following are teaching points that will be introduced in the daily mini lesson.</i></p> <p><b>Bend 1: Building a Reading Life</b></p> <ul style="list-style-type: none"> <li>• Readers choose to read books as if they are gold.</li> <li>• Readers test books, look at them carefully, open them up and read a few lines, and ask themselves, Is this book</li> <li>• Readers need to set clear goals and keep track of their progress toward those goals.</li> <li>• Readers develop a system that helps the readers in the class find really great books.</li> </ul> |                                                                                         |

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|            | <ul style="list-style-type: none"> <li>• Readers can read and talk about books with others, it's like having a traveling companion. Reading partners can make your reading life a whole lot better for one another.</li> </ul> <p><b>Bend 2: Understanding the Story</b></p> <ul style="list-style-type: none"> <li>• Readers give themselves a comprehension check. Readers ask themselves, who is in this part? What just happened? Does this fit with something that already happened, or is this new?</li> <li>• Readers follow textual cues as they read. They shift between envisioning and assembling facts.</li> <li>• Readers make predictions. They ask, 'what will happen next' and imagine how the story will go, based on what has already happened.</li> <li>• Readers make higher level predictions by drawing on important specifics in the text.</li> <li>• Readers retell books (up to the part where they're reading) as a way to lay the story out for themselves, so they can read on, thinking about how the new part fits with the old.</li> <li>• Partners work together to lift the level of their reading.</li> </ul> <p><b>Bend 3: Tackling More Challenging Texts</b></p> <ul style="list-style-type: none"> <li>• Readers know that tackling complex texts takes grit.</li> <li>• Readers never give up. They try one strategy and then another to figure out the hard words.</li> <li>• Readers use clues in the text to figure out the meaning of unfamiliar words.</li> <li>• Readers use all they know about what is going on to figure out confusing expressions in a text.</li> <li>• Readers talk back to the text and ask questions. Then readers think over possible answers, rereading and rethinking.</li> <li>• Readers ask very specific questions and important questions; "Why did the author include that? Knowing that authors do things on purpose, readers gather information from the text to try and answer that question.</li> <li>• Readers celebrate their hard work.</li> </ul> |
| Vocabulary | Predict<br>Envision<br>Fluency<br>Expression<br>Grit                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |

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| Resources | <p><b>Mentor/Read Aloud Texts</b><br/> <i>Indian Shoes</i> by Cynthia Leitich Smith<br/> <i>Each Kindness</i> by Jacqueline Woodson</p> <p><b>Suggested Texts</b><br/> <i>Cam Jansen and the Mystery of the Stolen Diamonds</i> by David A. Adler<br/> <i>Tales of a Fourth Grade Nothing</i> by Judy Blume<br/> <i>Shoeshine Girl</i> by Clyde Robert Bulla<br/> <i>Ramona the Pest</i> by Beverly Cleary<br/> <i>Donovan's Word Jar</i> by Monalisa DeGross<br/> <i>How to Be Cool in the Third Grade</i> by Betsy Duffey<br/> <i>The Hundred Dresses</i> by Eleanor Estes<br/> <i>Sarah, Plain and Tall</i> by Patricia MacLachlan<br/> <i>Judy Moody Gets Famous!</i> by Megan McDonald<br/> <i>Stink: The Incredible Shrinking Kid</i> by Megan McDonald<br/> <i>Junie B. Jones and the Stupid Smelly Bus</i> by Barbara Park<br/> <i>Gooseberry Park</i> by Cynthia Rylant</p> <p><b>Additional Resources</b><br/> Individual student book boxes<br/> Post-its<br/> Chart paper<br/> Anchor charts<br/> Reader's Notebooks</p> <p><b>Teacher Resources</b><br/> <i>Units of Study - Unit 1- Building a Reading Life</i> by Lucy Calkins, Series Editor and Kathleen Tolan, Heinemann, 2015.</p> <p><i>The Guide to Reading Workshop: Intermediate Grades</i> by Lucy Calkins, Heinemann, 2015.</p> <p><i>Reading Pathways: Grades 3-5 Performance Assessments and Learning Progressions</i> by Lucy Calkins, Alexandra Marron and Colleagues from the Teachers College Reading and Writing Project, Heinemann, 2015.</p> <p><i>The Reading Strategies Book</i> by Jennifer Serravallo, Heinemann, 2015.</p> |
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*Adapted from Teachers College Reading and Writing Project  
Building a Reading Life Grade 3 Unit 1  
Lucy Calkins and Kathleen Tolan, 2015*

**FOR INTERNAL USE ONLY**

*Revised 10/20/21*



# NEW HARTFORD PUBLIC SCHOOLS

## WRITING CURRICULUM

|                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |       |   |
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| Unit                | Narrative: Crafting True Stories                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Grade | 3 |
| Length of Unit      | 4-6 weeks                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |       |   |
| Overview            | <p>In this first unit, students will learn the routines and expectations of a third grade writer's workshop. There will be several similarities to their writing workshop experiences in second grade, but will emphasize the specific parts of the writing process. Students will be expected to write with greater volume and keep a deadline in mind. They will also learn to use a writer's notebook as a tool for generating ideas and then begin drafting outside of their notebook. Students will try out different leads and write powerful endings. Third graders will learn how to create paragraphs in their writing as well. The unit will end with students editing, revising, publishing and sharing their work with others.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |       |   |
| Essential Questions | <p>Why is it important to set writing goals and how do I generate goals for myself?</p> <p>How do we use mentor texts to assist in the writing process?</p> <p>How do I revise my writing to make it more appealing to an audience?</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |       |   |
| Standards           | <p><b>Priority Standards for this Unit</b></p> <p>W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p> <p><b>Supporting Standards for this Unit</b></p> <p>W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</p> <p>W.3.5 With guidance and support from adults, use technology to produce and publish writing (use keyboarding skills) as well as to interact and collaborate with others.</p> <p>W.3.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences</p> <p>L.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.3.3 Use knowledge of language and its conventions when writing, speaking, reading or listening.</p> |       |   |

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| Understandings      | Students will develop a more sophisticated understanding of the writing process. They will utilize a writer's notebook as a way to collect ideas and begin drafting. They will also understand that they can revise and edit as they write instead of waiting until their piece is complete. They will also understand how the reading and writing process support one another. One way they will do this is through investigating text for craft moves that they can then incorporate into their own work.                                                                                                                                                                                                                                                                                                                                                                                                   |                                                    |
| Knowledge           | <i>Students will ...</i> <ul style="list-style-type: none"> <li>• Know how to set personal writing goals</li> <li>• Think about places to help create a list of ideas to write about</li> <li>• Make mental movies of stories as a way to plan for the events and details they will include in their writing</li> <li>• Craft engaging leads to hook the reader and powerful ending</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                    |
| Skills              | <i>Students will be able to ...</i> <ul style="list-style-type: none"> <li>• Use writing tools, such as checklists and partner work to help them write.</li> <li>• Write a beginning in which readers learn who the characters are and what the setting is.</li> <li>• Tell a story in order.</li> <li>• End a story with action, talk or feelings.</li> <li>• Use paragraphs to separate what happens first from what happens later in a story.</li> <li>• Write in ways that get readers to picture what is happening.</li> <li>• Write in ways that help readers read with expression.</li> <li>• Tell a story bit by bit.</li> <li>• Show what happens to (and within) characters.</li> <li>• Use grade level appropriate spelling patterns.</li> <li>• Accurately use grade level appropriate punctuation, including dialogue.</li> <li>• Reread, edit, revise throughout their story writing</li> </ul> |                                                    |
| Assessments         | <b>Formative:</b><br>Pre on-demand writing prompt<br>Conferring Notes<br>Classroom Observations<br>Writing Samples                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <b>Summative:</b><br>Post on-demand writing prompt |
| Learning Activities | <i>During writing workshop time, students will write independently, confer with a teacher and/or work in small groups, and share their thinking with a partner. Students will participate in shared and interactive writing lessons to further support their learning throughout the week. Students will also participate in daily mini lessons. The following teaching points will be introduced.</i> <p><b>Bend I: Writing Personal Narratives with Independence</b></p> <ul style="list-style-type: none"> <li>• Writers can think about the kind of writing that they want to make and set goals to write.</li> </ul>                                                                                                                                                                                                                                                                                     |                                                    |

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|            | <ul style="list-style-type: none"> <li>• Writers can generate many ideas for writing.</li> <li>• Writers can draw readers in by telling my story in scenes rather than summaries.</li> <li>• Writers can pause to think about what's going well in their writing and what might make it better.</li> <li>• Writers can take a minute as they write to make it more clear rather than editing.</li> </ul> <p><b>Bend II: Becoming a Storyteller on the Page</b></p> <ul style="list-style-type: none"> <li>• Writers can rehearse for writing by generating alternative leads.</li> <li>• Writers can draft by writing fast and furiously to capture the mental movie on the page.</li> <li>• Writers can revise by studying authors' craft and trying it out in their own work.</li> <li>• Writers can revise by developing the most important part of my story.</li> <li>• Writers can revise their story by grouping related sentences into paragraphs and elaborating on them.</li> </ul> <p><b>Bend III: Writing with New Independence on a Second Piece</b></p> <ul style="list-style-type: none"> <li>• Writers can use what they have learned and independently decide what to do.</li> <li>• Writers can revise as they write.</li> <li>• Writers can replay life events in ways that let readers feel the experience.</li> <li>• Writers can think carefully about the kinds of details that I add to my writing.</li> <li>• Writers can draw on a mentor text to learn how writers correctly punctuate dialogue.</li> </ul> <p><b>Bend IV: Fixing Up and Fancying Up Your best Work: Revision and Editing</b></p> <ul style="list-style-type: none"> <li>• Writers can revise to bring writing to a new level of clarity and purpose.</li> <li>• Writers can deliberately craft the endings of stories.</li> <li>• Writers can edit their writing to make it exactly as intended.</li> <li>• Writers can celebrate their writing with others.</li> </ul> |
| Vocabulary | <p>Small moments<br/> Personal narrative<br/> Mental movie<br/> Craft<br/> Details<br/> Dialogue<br/> Plan<br/> Storytelling<br/> Draft<br/> Fast draft/flash draft<br/> Edit</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |

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|           | Punctuation<br>Revise<br>Publish<br>Paragraph                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| Resources | <p><b>Mentor/Demonstration Texts</b><br/> <i>Come On Rain!</i> By Karen Hesse</p> <p><b>Writing Materials</b><br/> Writing paper<br/> Writing caddies-pens, scissors, mini stapler, tape, extra paper, post-its, and strips and flaps.<br/> Writer's Notebook<br/> Writing folder<br/> Chart paper<br/> Teacher created writing<br/> Student samples<br/> Student Narrative Checklist<br/> Narrative Rubric<br/> Anchor charts</p> <p><b>Teacher Resources</b><br/> <i>Units of Study - Unit 1- Crafting True Stories</i> by Lucy Calkins, Series Editor and Marjorie Martinelli, Heinemann, 2013</p> <p><i>Writing Pathways: Performance Assessments and Learning Progressions - Grades K-5</i> by Lucy Calkins, Heinemann, 2013</p> <p><i>A Guide to the Common Core Writing Workshop: Intermediate Grades</i> by Lucy Calkins, Heinemann, 2013</p> <p><i>The Writing Strategies Book</i> by Jennifer Serravallo, Heinemann, 2015</p> |

Adapted from Teachers College Reading and Writing Project  
*Crafting True Stories Grade 3 Unit 1*  
Lucy Calkins and Marjorie Martinelli, 2013

**FOR INTERNAL USE ONLY**

Revised 8/25/21

**New Hartford Board of Education  
Regular Meeting – November 16, 2021  
Ann Antolini School @ 7 pm**

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

**Present:** Chairman Tim Goff, Vice Chairman Karl Hermonat, Secretary Penny Miller, Members: Tim Klepps, Kelly O'Dell Longhi, Tony Persechino, Heather Tomala and via Zoom Tom Buzzi,

**Absent:** Mary Stempien

**Also present:** Superintendent of Schools Brian Murphy, Bakerville & New Hartford Elementary Schools Principal Kelly Carroll, Ann Antolini School Principal Amanda Shaw, School Psychologist Jen Harris, Curriculum Specialist Heather Mathes and Director of Student Services Barbara McLean, members of the public.

Chairman Goff opened the meeting at 7:01 pm and asked that everyone stand for the Pledge of Allegiance.

Chairman Goff asked that we observe a moment of silence in remembering Jennifer 'Jenn' Benaitis, a previous board member, who passed away on November 13, 2021. He asked that we recognize her service to the board (2014-2019) and to the town.

Chairman Goff said there were no changes to the agenda as presented.

**Superintendent's Report**

Supt. Murphy reviewed the procedure for snow days for this year – 2021/2022. The Connecticut State Department of Education (CSDE) will not allow remote/distance learning snow days this year. The CSDE is developing standards for the next school year. Mr. Hermonat asked if the state would be flexible if there were an overabundance of snow days. Supt. Murphy said this year the state is not allowing that flexibility.

Supt. Murphy introduced Ms. McLean, Director of Student Services. Ms. McLean presented the Special Education Department development plan for the school year 2021/2022. This plan is aligned with the district's Strategic Plan and each school's development plan. A copy is available for viewing at the New Hartford Town Clerk's Office and on the school website under Board of Education

<https://www.newhrtfd.org/cms/lib/CT01000055/Centricity/Domain/5/AUDIENCE%20Packet%202011-16-21.pdf>.

New Hartford District Goals/Student Services Initiatives are: Learner-Focused, Programs & Community Partnerships, Organizational Effectiveness and Cultivate Talent. The goals of the Department of Student Services are: (1) all students will be able to read and comprehend complex literary texts and information texts Independently and proficiently; (2) mathematically proficient students will attend to precision; (3) gather accurate and reliable data about social emotional needs to ensure holistic support and (4) leverage technology to take an active role in choosing, achieving and demonstrating competency in student learning goals. At the completion of her report Ms. McLean said it takes a village to support the needs of our children in district. She thanked everyone for their support and partnership in this. Mr. Klepps asked how do you take the feedback from the parents & guardians of the children into this development. Ms. McLean said in previous years parents were surveyed in a special education survey. Part of those questions were embedded into this and feedback was given on how the special education

process was going. This past year the state put out a special education parent survey and those results haven't been received yet and are not included in this presentation. Mr. Buzzi (via Zoom) asked what was the biggest impact on special education learning because of Covid. Ms. McLean responded it is a number of things. One of the most impactful was the quarantines and the length of them. Some students were out more than others. There was disjointedness and continuity that happened within education. She said they are pleased now that the state has protocols in place and additional options available to the district. The students benefit most when they are in school and in-person learning.

### **Public Comment / Communication**

Chairman Goff said in a letter from the Region 7 Supt. of Schools, Dr. Judith Palmer, that Northwestern High School has been designated a 2021 National Blue Ribbon School for exemplary high performance. Dr. Palmer said it was important to recognize that the New Hartford Public Schools played an important role in their success. She also said that our NHPS students receive a strong educational foundation that they build upon when they enter Regional School District No. 7. She acknowledged the hard work of our school leaders, faculty and staff in preparing our students for 7<sup>th</sup> grade. A copy of her entire letter can be viewed at the New Hartford Town Clerk's Office.

Tim Russell, 77 Evergreen Crossing, a father of 3 children, a husband and a police officer. He spoke on the Freedom of Choice that we all have. The school system and the Supt. of Schools are going along with the legal mandates instead standing for what is right. Standing for parent choice and the unmasking of our children. He said as parents we know what is right for our children. He said the government shouldn't be mandating that the children need to wear masks in school.

### **Consent Agenda**

**MOTION:** by Mr. Persechino to accept the Consent Agenda which included (1) October 5, 2021 minutes; Expenditure Report and Personnel. Seconded by Ms. Tomala.

*Unanimous*

### **Reports**

Ms. O'Dell Longhi presented the following policies for their 1<sup>st</sup> time read.

Policy 0200 (Mission-Goals-Objectives). The changes were reviewed.

Policy 5144 (Students/Physical Exercise and Discipline of Students). This policy is a new one. When asked what we do now for disciplinary action, Supt. Murphy said we basically follow this policy now. We are just codifying it. We don't use physical exercise for punishment. We don't take away recess unless it is a unique situation.

Policy 3542.43 (Food Service). The changes were reviewed.

### **New Business**

#### **Region 7 Committee Meeting.**

In August, Region 7 BOE Chair Ms. Molly Sexton Read, sent emails to Chairman Goff & Supt. Murphy along with the Board of Finance chairs, Board of Education chairs & Superintendents of the other feeder towns to Region 7 for a meeting. The topic of discussion was to be our efficiencies, where the districts were struggling, ways to improve between the 4 towns and Region 7. The meeting was held the beginning of September. The conversation turned to consolidation of K-12 districts. It didn't gain a lot of traction. A 2<sup>nd</sup> meeting was held on November 4<sup>th</sup> which Mr. Goff & Supt. Murphy were unable to attend but Mr. Goff believes there wasn't any further discussion on the consolidation issue. Kerry Guilfoyle, New Hartford Board of Finance, is doing an enrollment study to get a better sense of what the

financial impact will be to each town by sending the children to Regional over the next several years. At this time no future meetings have been scheduled.

#### **Executive Session**

**MOTION** by Ms. Miller that the New Hartford Board of Education enter executive session for the purpose of discussing the records and reports of negotiations with the New Hartford Administrators' Association and possible action concerning a tentative agreement reached for a successor collective bargaining agreement and to invite Superintendent Murphy to join us at 7:46 pm.

Supt. Murphy said as this is the last meeting for Heather Tomala and Tim Goff, and on behalf of the board, he wishes all the best them. He thanked them both for their support of the children in New Hartford. He said they have created additional learning opportunities for the children.

Seconded by Ms. O'Dell Longhi.

*Unanimous*

Executive session ended at 8:33 pm

Chairman Goff asked for the following motion....

**MOTION** by Mr. Persechino that the New Hartford Board of Education approves the tentative agreement for a successor collective bargaining agreement with the New Hartford Administrators' Association, and authorizes Karl Hermonat to sign such collective bargaining agreement on behalf of the New Hartford Board of Education. Seconded by Ms. Miller

Discussion followed. The contract will be approved with the changes, removal of Curriculum Director, as they are not part of this contract.

*Aye: Miller, Hermonat, Tomala, Persechino, O'Dell Longhi, Klepps; Abstained: Goff;  
Opposed: Buzzi*

*Motion passes*

**MOTION** by Ms. Miller to adjourn at 8:35. Seconded by Mr. Goff.

*Unanimous*

*Respectfully submitted, Penny Miller Secretary*

# Town of New Hartford Board of Education

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|----------------------|--------------------------------------|----------------|-------------|----------------|--------------|--------------|----------------|----------------|---------------|---------|
| 100.1000.111.000.100 | SALARIES, MISC STIPENDS              | \$20,475.00    | \$0.00      | \$20,475.00    | \$9,550.00   | \$10,050.00  | \$10,425.00    | \$0.00         | \$10,425.00   | 50.92%  |
| 100.1000.111.001.100 | SALARIES, TCHR SUBSTITUTES           | \$57,400.00    | \$0.00      | \$57,400.00    | \$10,656.86  | \$22,494.16  | \$34,905.84    | \$0.00         | \$34,905.84   | 60.81%  |
| 100.1000.111.001.101 | SALARIES, TEACHER IN CHARGE STIPEND  | \$3,900.00     | \$0.00      | \$3,900.00     | \$1,950.00   | \$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 | \$192,951.54 | \$676,454.47 | \$1,670,694.53 | \$1,669,443.23 | \$1,251.30    | 0.05%   |
| 100.1000.112.001.117 | SALARIES, REGULAR CLASS PARAS        | \$136,042.00   | \$0.00      | \$136,042.00   | \$14,510.25  | \$45,411.08  | \$90,630.92    | \$105,931.77   | (\$15,300.85) | -11.25% |
| 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    | \$0.00         | \$13,300.00   | 100.00% |
| 100.1000.560.603.120 | CREC Magnet School Tuition           | \$75,000.00    | \$0.00      | \$75,000.00    | \$0.00       | \$0.00       | \$75,000.00    | \$0.00         | \$75,000.00   | 100.00% |
| 100.1000.591.000.100 | TRAVEL                               | \$5,100.00     | \$0.00      | \$5,100.00     | \$73.92      | \$267.45     | \$4,832.55     | \$0.00         | \$4,832.55    | 94.76%  |
| 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       | \$28.14      | \$4,731.86     | \$4,043.74     | \$688.12      | 14.46%  |
| 100.1000.616.001.112 | MUSIC - ANTOLINI                     | \$1,700.00     | \$0.00      | \$1,700.00     | \$313.89     | \$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       | \$1,985.89   | \$414.11       | \$49.95        | \$364.16      | 15.17%  |
| 100.1000.616.001.118 | PHYSICAL EDUCATION                   | \$1,700.00     | \$0.00      | \$1,700.00     | \$0.00       | \$121.85     | \$1,578.15     | \$162.98       | \$1,415.17    | 83.25%  |
| 100.1000.616.001.119 | GENERAL SUPPLIES                     | \$3,350.00     | \$0.00      | \$3,350.00     | \$1,079.60   | \$2,013.52   | \$1,336.48     | \$0.00         | \$1,336.48    | 39.89%  |
| 100.1000.616.002.112 | MUSIC - BAK & NHES                   | \$1,000.00     | \$0.00      | \$1,000.00     | \$36.10      | \$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     | \$238.97     | \$2,213.91   | \$1,526.09     | \$1,040.31     | \$485.78      | 12.99%  |
| 100.1000.616.003.106 | SPANISH                              | \$500.00       | \$0.00      | \$500.00       | \$0.00       | \$0.00       | \$500.00       | \$0.00         | \$500.00      | 100.00% |
| 100.1000.641.003.109 | LANGUAGE ARTS                        | \$2,752.00     | \$0.00      | \$2,752.00     | \$0.00       | \$337.77     | \$2,414.23     | \$2,414.23     | \$0.00        | 0.00%   |
| 100.1000.641.100.114 | SOCIAL STUDIES                       | \$2,500.00     | \$0.00      | \$2,500.00     | \$0.00       | \$0.00       | \$2,500.00     | \$0.00         | \$2,500.00    | 100.00% |
| 100.1000.641.200.109 | READING                              | \$7,831.00     | \$0.00      | \$7,831.00     | \$5.99       | \$2,830.03   | \$5,000.97     | \$4,833.00     | \$167.97      | 2.14%   |
| 100.1000.641.200.111 | MATH                                 | \$10,000.00    | \$0.00      | \$10,000.00    | \$1,232.00   | \$1,973.74   | \$8,026.26     | \$98.00        | \$7,928.26    | 79.28%  |
| 100.1000.642.001.100 | PERIODICALS                          | \$3,200.00     | \$0.00      | \$3,200.00     | \$0.00       | \$2,526.01   | \$673.99       | \$0.00         | \$673.99      | 21.06%  |
| 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 | \$232,599.12 | \$773,485.62 | \$1,940,038.38 | \$1,788,544.40 | \$151,493.98  | 5.58%   |
| 100.1200.111.000.120 | SALARIES, CERTIFIED                  | \$777,853.00   | \$13,070.00 | \$790,923.00   | \$65,658.42  | \$229,856.49 | \$561,066.51   | \$547,562.39   | \$13,504.12   | 1.71%   |
| 100.1200.111.001.120 | SALARIES, Director -Student Services | \$106,965.00   | \$0.00      | \$106,965.00   | \$8,228.08   | \$45,776.20  | \$61,188.80    | \$61,710.56    | (\$521.76)    | -0.49%  |
| 100.1200.112.001.100 | SALARIES, PARA SUBSTITUTES           | \$4,500.00     | \$0.00      | \$4,500.00     | \$665.00     | \$3,942.50   | \$557.50       | \$0.00         | \$557.50      | 12.39%  |
| 100.1200.112.001.120 | SALARIES, PARAS                      | \$443,929.00   | \$0.00      | \$443,929.00   | \$44,782.02  | \$126,314.34 | \$317,614.66   | \$316,188.62   | \$1,426.04    | 0.32%   |
| 100.1200.113.000.120 | SALARIES, SECRETARY, SPED            | \$43,984.00    | \$0.00      | \$43,984.00    | \$3,902.40   | \$14,429.75  | \$29,554.25    | \$27,121.68    | \$2,432.57    | 5.53%   |
| 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    | \$284.04     | \$284.04     | \$70,215.96    | \$0.00         | \$70,215.96   | 99.60%  |
| 100.1200.313.000.120 | EVALUATIONS & CONSULTS               | \$22,400.00    | \$0.00      | \$22,400.00    | \$1,372.00   | \$1,372.00   | \$21,028.00    | \$0.00         | \$21,028.00   | 93.88%  |
| 100.1200.314.000.120 | TESTING SUPPLIES                     | \$4,000.00     | \$0.00      | \$4,000.00     | \$476.20     | \$2,024.05   | \$1,975.95     | \$0.00         | \$1,975.95    | 49.40%  |

# Town of New Hartford Board of Education

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|----------------------|---------------------------------|----------------|-------------|----------------|--------------|--------------|----------------|--------------|--------------|---------|
| 100.1200.320.000.120 | Purchased Professional Services | \$88,000.00    | \$0.00      | \$88,000.00    | \$5,464.10   | \$12,634.60  | \$75,365.40    | \$43,977.26  | \$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     | \$0.00       | \$2,051.00   | 37.63%  |
| 100.1200.560.603.120 | TUITION                         | \$420,220.00   | \$6,348.30  | \$426,568.30   | \$38,345.62  | \$131,849.59 | \$294,718.71   | \$0.00       | \$294,718.71 | 69.09%  |
| 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       | \$131.42     | \$407.06     | \$92.94        | \$0.00       | \$92.94      | 18.59%  |
| 100.1200.730.000.120 | EQUIPMENT - SPED                | \$3,000.00     | \$0.00      | \$3,000.00     | \$227.47     | \$2,111.12   | \$888.88       | \$522.87     | \$366.01     | 12.20%  |
| 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 | \$19,418.30 | \$2,012,604.30 | \$169,536.77 | \$575,421.49 | \$1,437,182.81 | \$997,083.38 | \$440,099.43 | 21.87%  |
| 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   | \$10,024.46  | \$36,410.74  | \$88,437.26    | \$88,158.49  | \$278.77     | 0.22%   |
| 100.2130.114.000.100 | SALARIES, SUBSTITUTES           | \$2,000.00     | \$0.00      | \$2,000.00     | \$1,920.00   | \$3,040.00   | (\$1,040.00)   | \$0.00       | (\$1,040.00) | -52.00% |
| 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     | \$1,122.36   | \$1,381.52   | \$1,418.48     | \$597.22     | \$821.26     | 29.33%  |
| 100.2130.730.000.129 | EQUIPMENT - NURSES              | \$550.00       | \$0.00      | \$550.00       | \$339.75     | \$395.00     | \$155.00       | \$0.00       | \$155.00     | 28.18%  |
|                      | Func: - 2130                    | \$133,198.00   | \$0.00      | \$133,198.00   | \$13,406.57  | \$44,227.26  | \$88,970.74    | \$88,755.71  | \$215.03     | 0.16%   |
| 100.2210.322.000.130 | PARTIAL TUITION REIM.           | \$10,000.00    | \$0.00      | \$10,000.00    | \$0.00       | \$0.00       | \$10,000.00    | \$0.00       | \$10,000.00  | 100.00% |
| 100.2210.324.000.130 | STAFF DEVELOPMENT               | \$12,000.00    | \$0.00      | \$12,000.00    | \$66.18      | \$2,334.46   | \$9,665.54     | \$0.00       | \$9,665.54   | 80.55%  |
| 100.2210.325.000.130 | CURRICULUM WORK                 | \$10,000.00    | \$0.00      | \$10,000.00    | \$881.20     | \$3,838.28   | \$6,161.72     | \$0.00       | \$6,161.72   | 61.62%  |
| 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     | \$87.82      | \$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    | \$1,035.20   | \$10,146.85  | \$29,727.15    | \$0.00       | \$29,727.15  | 74.55%  |
| 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     | \$0.00       | \$2,000.00   | 100.00% |
| 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% |
| 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% |

# Town of New Hartford Board of Education

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|----------------------|-------------------------------|--------------|-------------|--------------|-------------|-------------|-------------|-------------|-------------|---------|
| 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     | \$229.48    | \$399.48    | \$100.52    | \$0.00      | \$100.52    | 20.10%  |
| 100.2220.890.001.131 | DUES AND FEES                 | \$679.00     | \$0.00      | \$679.00     | \$155.00    | \$155.00    | \$524.00    | \$0.00      | \$524.00    | 77.17%  |
|                      | Func: - 2220                  | \$23,204.00  | \$156.64    | \$23,360.64  | \$384.48    | \$1,711.19  | \$21,649.45 | \$0.00      | \$21,649.45 | 92.67%  |
| 100.2230.112.000.134 | SALARIES, SUPPORTIVE          | \$67,557.00  | \$0.00      | \$67,557.00  | \$5,209.38  | \$28,651.59 | \$38,905.41 | \$39,070.41 | (\$165.00)  | -0.24%  |
| 100.2230.321.000.134 | TECHNICAL/LICENSES            | \$16,365.00  | \$0.00      | \$16,365.00  | \$5,471.15  | \$7,626.05  | \$8,738.95  | \$0.00      | \$8,738.95  | 53.40%  |
| 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  | \$1,256.50  | \$8,990.08  | \$16,759.92 | \$440.40    | \$16,319.52 | 63.38%  |
| 100.2230.617.000.134 | CURRICULUM SOFTWARE           | \$25,312.00  | \$0.00      | \$25,312.00  | \$118.00    | \$6,540.75  | \$18,771.25 | \$0.00      | \$18,771.25 | 74.18%  |
| 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   | \$3,995.00  | \$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 | \$16,050.03 | \$55,803.47 | \$88,205.53 | \$39,510.81 | \$48,694.72 | 33.81%  |
| 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  | \$5,450.50  | \$16,122.00 | \$11,878.00 | \$0.00      | \$11,878.00 | 42.42%  |
| 100.2310.690.005.132 | OFFICE SUPPLIES - BOE         | \$1,000.00   | \$0.00      | \$1,000.00   | \$148.49    | \$604.59    | \$395.41    | \$0.00      | \$395.41    | 39.54%  |
| 100.2310.890.005.132 | DUES & FEES - BOE             | \$8,500.00   | \$92.75     | \$8,592.75   | \$534.38    | \$1,948.38  | \$6,644.37  | \$0.00      | \$6,644.37  | 77.33%  |
|                      | Func: - 2310                  | \$38,700.00  | \$92.75     | \$38,792.75  | \$6,133.37  | \$18,899.97 | \$19,892.78 | \$0.00      | \$19,892.78 | 51.28%  |
| 100.2320.111.004.133 | SALARIES, SUPERINTENDENT      | \$166,270.00 | \$0.00      | \$166,270.00 | \$12,574.38 | \$69,159.09 | \$97,110.91 | \$94,307.91 | \$2,803.00  | 1.69%   |
| 100.2320.112.002.113 | BOOKKEEPER                    | \$31,334.00  | \$0.00      | \$31,334.00  | \$2,355.84  | \$13,073.69 | \$18,260.31 | \$17,668.80 | \$591.51    | 1.89%   |
| 100.2320.112.002.133 | SALARIES, ADMINISTRATIVE ASST | \$57,117.00  | \$0.00      | \$57,117.00  | \$4,393.60  | \$24,173.76 | \$32,943.24 | \$32,952.00 | (\$8.76)    | -0.02%  |
| 100.2320.112.004.133 | SALARIES, FISCAL SERVICES     | \$60,507.00  | \$0.00      | \$60,507.00  | \$4,665.60  | \$25,660.80 | \$34,846.20 | \$34,992.00 | (\$145.80)  | -0.24%  |
| 100.2320.113.004.133 | SALARIES, OT-ADM ASST         | \$1,000.00   | \$0.00      | \$1,000.00   | \$280.49    | \$1,298.80  | (\$298.80)  | \$0.00      | (\$298.80)  | -29.88% |
| 100.2320.320.004.133 | PROF/TECH SERVICES            | \$5,500.00   | \$0.00      | \$5,500.00   | \$350.00    | \$5,657.80  | (\$157.80)  | \$0.00      | (\$157.80)  | -2.87%  |

# Town of New Hartford Board of Education

## GENERAL FUND EXPENDITURE RUN

Fiscal Year: 2021-2022

From Date: 11/1/2021

To Date: 11/30/2021

☐ 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   |
|----------------------|-------------------------------|--------------|-------------|--------------|-------------|--------------|--------------|--------------|--------------|---------|
| 100.2320.324.004.133 | WORKSHOPS/CONFERENCES         | \$1,000.00   | \$0.00      | \$1,000.00   | \$332.00    | \$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   | \$316.45    | \$825.29     | \$1,734.71   | \$0.00       | \$1,734.71   | 67.76%  |
| 100.2320.693.004.133 | DATA PROCESSING               | \$2,000.00   | \$0.00      | \$2,000.00   | \$319.97    | \$1,220.06   | \$779.94     | \$0.00       | \$779.94     | 39.00%  |
| 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 | \$25,588.33 | \$141,851.26 | \$189,761.74 | \$179,920.71 | \$9,841.03   | 2.97%   |
| 100.2410.111.001.141 | SALARIES, ADMINISTRATORS      | \$247,705.00 | \$0.00      | \$247,705.00 | \$19,900.38 | \$104,952.09 | \$142,752.91 | \$141,752.91 | \$1,000.00   | 0.40%   |
| 100.2410.112.001.141 | SALARIES, ADMINISTRATIVE ASST | \$150,088.00 | \$0.00      | \$150,088.00 | \$12,882.48 | \$52,451.11  | \$97,636.89  | \$93,371.44  | \$4,265.45   | 2.84%   |
| 100.2410.113.001.141 | SALARIES, SECY SUBSTITUTES    | \$1,500.00   | \$0.00      | \$1,500.00   | \$173.12    | \$2,477.78   | (\$977.78)   | \$0.00       | (\$977.78)   | -65.19% |
| 100.2410.690.001.141 | OFFICE SUPPLIES-BAK           | \$1,200.00   | \$0.00      | \$1,200.00   | \$100.87    | \$361.64     | \$838.36     | \$0.00       | \$838.36     | 69.86%  |
| 100.2410.690.002.141 | OFFICE SUPPLIES-NHES          | \$1,200.00   | \$0.00      | \$1,200.00   | \$172.00    | \$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   | \$106.64    | \$853.45     | \$1,746.55   | \$766.73     | \$979.82     | 37.69%  |
| 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     | \$0.00       | \$600.00     | 100.00% |
| 100.2410.730.003.141 | EQUIPMENT-ANT                 | \$800.00     | \$0.00      | \$800.00     | \$0.00      | \$563.17     | \$236.83     | \$236.83     | \$0.00       | 0.00%   |
| 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 | \$33,335.49 | \$162,081.24 | \$245,441.76 | \$236,383.84 | \$9,057.92   | 2.22%   |
| 100.2600.112.001.154 | SALARIES, CUSTODIANS          | \$257,445.00 | \$0.00      | \$257,445.00 | \$20,678.72 | \$111,103.28 | \$146,341.72 | \$142,476.00 | \$3,865.72   | 1.50%   |
| 100.2600.113.001.154 | SALARIES, OVERTIME            | \$7,500.00   | \$0.00      | \$7,500.00   | \$684.42    | \$2,717.55   | \$4,782.45   | \$0.00       | \$4,782.45   | 63.77%  |
| 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 | \$8,039.78  | \$31,398.62  | \$78,601.38  | \$0.00       | \$78,601.38  | 71.46%  |
| 100.2600.406.000.154 | EMERGENCY REPAIRS/MAINTENANCE | \$30,900.00  | \$0.00      | \$30,900.00  | \$5,952.16  | \$32,372.20  | (\$1,472.20) | \$1,000.00   | (\$2,472.20) | -8.00%  |
| 100.2600.407.000.154 | MAINTENANCE                   | \$10,800.00  | \$0.00      | \$10,800.00  | \$2,242.00  | \$2,757.57   | \$8,042.43   | \$0.00       | \$8,042.43   | 74.47%  |
| 100.2600.431.000.154 | REPAIRS, NON-INSTR EQUIPMENT  | \$4,000.00   | \$0.00      | \$4,000.00   | \$680.26    | \$2,414.26   | \$1,585.74   | \$0.00       | \$1,585.74   | 39.64%  |
| 100.2600.532.001.154 | COMMUNICATIONS                | \$12,000.00  | \$0.00      | \$12,000.00  | \$912.34    | \$5,269.98   | \$6,730.02   | \$0.00       | \$6,730.02   | 56.08%  |
| 100.2600.533.000.154 | INTERNET SERVICE PROVIDER     | \$15,000.00  | \$11,424.24 | \$26,424.24  | \$1,499.68  | \$8,557.01   | \$17,867.23  | \$0.00       | \$17,867.23  | 67.62%  |
| 100.2600.590.000.154 | PROP. INS. & LIAB             | \$42,285.00  | \$0.00      | \$42,285.00  | \$0.00      | \$15,846.85  | \$26,438.15  | \$0.00       | \$26,438.15  | 62.52%  |
| 100.2600.691.001.154 | MAINTENANCE SUPPLIES - BAK    | \$2,623.00   | \$0.00      | \$2,623.00   | \$30.07     | \$1,515.14   | \$1,107.86   | \$119.70     | \$988.16     | 37.67%  |
| 100.2600.691.002.154 | MAINTENANCE SUPPLIES - NHE    | \$2,623.00   | \$0.00      | \$2,623.00   | \$117.80    | \$1,144.24   | \$1,478.76   | \$538.00     | \$940.76     | 35.87%  |
| 100.2600.691.003.154 | MAINTENANCE SUPPLIES - ANT    | \$6,800.00   | \$0.00      | \$6,800.00   | \$153.87    | \$950.43     | \$5,849.57   | \$0.00       | \$5,849.57   | 86.02%  |
| 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%  |

# Town of New Hartford Board of Education

## GENERAL FUND EXPENDITURE RUN

Fiscal Year: 2021-2022

☐ Include pre encumbrance      ☐ Print accounts with zero balance      ☒ Filter Encumbrance Detail by Date Range  
☐ Exclude inactive accounts with zero balance

From Date: 11/1/2021

To Date: 11/30/2021

| Account Number       | Description                                      | Budget         | Adjustments | GL Budget      | Current      | YTD            | Balance        | Encumbrance    | Budget Bal     | % Rem   |
|----------------------|--------------------------------------------------|----------------|-------------|----------------|--------------|----------------|----------------|----------------|----------------|---------|
| 100.2600.694.000.154 | PROPANE                                          | \$11,000.00    | \$0.00      | \$11,000.00    | \$0.00       | \$0.00         | \$11,000.00    | \$0.00         | \$11,000.00    | 100.00% |
| 100.2600.731.000.154 | EQUIPMENT, LEASED                                | \$51,000.00    | \$0.00      | \$51,000.00    | \$5,123.44   | \$13,891.92    | \$37,108.08    | \$0.00         | \$37,108.08    | 72.76%  |
|                      | Func: - 2600                                     | \$632,251.00   | \$11,424.24 | \$643,675.24   | \$46,114.54  | \$296,470.02   | \$347,205.22   | \$144,133.70   | \$203,071.52   | 31.55%  |
| 100.2602.407.000.154 | SERVICE CONTRACTS                                | \$106,761.00   | \$0.00      | \$106,761.00   | \$3,102.70   | \$18,126.40    | \$88,634.60    | \$2,000.00     | \$86,634.60    | 81.15%  |
|                      | Func: - 2602                                     | \$106,761.00   | \$0.00      | \$106,761.00   | \$3,102.70   | \$18,126.40    | \$88,634.60    | \$2,000.00     | \$86,634.60    | 81.15%  |
| 100.2700.510.000.155 | PUPIL TRANS.                                     | \$530,334.00   | \$0.00      | \$530,334.00   | \$54,145.80  | \$108,291.60   | \$422,042.40   | \$433,166.40   | (\$11,124.00)  | -2.10%  |
| 100.2700.511.603.155 | TRANS SPEC ED                                    | \$159,455.00   | \$0.00      | \$159,455.00   | \$16,871.89  | \$27,118.89    | \$132,336.11   | \$0.00         | \$132,336.11   | 82.99%  |
| 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    | \$4,492.76   | \$13,174.34    | \$45,607.98    | \$0.00         | \$45,607.98    | 77.59%  |
|                      | Func: - 2700                                     | \$760,789.00   | \$3,782.32  | \$764,571.32   | \$75,510.45  | \$157,033.71   | \$607,537.61   | \$433,166.40   | \$174,371.21   | 22.81%  |
| 100.2800.530.000.156 | POSTAGE                                          | \$6,000.00     | \$0.00      | \$6,000.00     | \$11.40      | \$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     | \$11.40      | \$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 | \$28,480.91 | \$1,148,866.91 | \$78,358.58  | \$542,442.01   | \$606,424.90   | \$0.00         | \$606,424.90   | 52.78%  |
| 100.6100.204.000.161 | LIFE INSURANCE                                   | \$16,962.00    | \$0.00      | \$16,962.00    | \$1,341.64   | \$7,405.17     | \$9,556.83     | \$0.00         | \$9,556.83     | 56.34%  |
| 100.6100.205.000.161 | SOCIAL SECURITY                                  | \$90,215.00    | \$0.00      | \$90,215.00    | \$8,462.33   | \$32,391.47    | \$57,823.53    | \$990.87       | \$56,832.66    | 63.00%  |
| 100.6100.206.000.161 | MEDICARE                                         | \$70,338.00    | \$0.00      | \$70,338.00    | \$6,236.07   | \$23,612.87    | \$46,725.13    | \$521.00       | \$46,204.13    | 65.69%  |
| 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    | \$1,233.93   | \$5,383.77     | \$8,316.23     | \$116.64       | \$8,199.59     | 59.85%  |
| 100.6100.211.000.161 | TSA                                              | \$10,500.00    | \$0.00      | \$10,500.00    | \$840.00     | \$4,620.00     | \$5,880.00     | \$5,880.00     | \$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       | \$20,863.14    | \$39,136.86    | \$0.00         | \$39,136.86    | 65.23%  |
| 100.6100.217.000.161 | ADMIN. TRAVEL                                    | \$3,500.00     | \$0.00      | \$3,500.00     | \$0.00       | \$0.00         | \$3,500.00     | \$0.00         | \$3,500.00     | 100.00% |
|                      | Func: - 6100                                     | \$1,530,823.00 | \$28,480.91 | \$1,559,303.91 | \$96,472.55  | \$789,206.32   | \$770,097.59   | \$7,508.51     | \$762,589.08   | 48.91%  |
|                      | Fund: General Fund - 100                         | \$8,869,070.00 | \$63,355.16 | \$8,932,425.16 | \$719,281.00 | \$3,053,961.20 | \$5,878,463.96 | \$3,917,007.46 | \$1,961,456.50 | 21.96%  |
| 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                            | \$250.00       | \$0.00      | \$250.00       | \$0.00       | \$0.00         | \$250.00       | \$0.00         | \$250.00       | 100.00% |
|                      | Func: - 1202                                     | \$2,035.61     | \$0.00      | \$2,035.61     | \$0.00       | \$1,537.61     | \$498.00       | \$0.00         | \$498.00       | 24.46%  |
|                      | Fund: Title I - Personal Services/Salaries - 120 | \$2,035.61     | \$0.00      | \$2,035.61     | \$0.00       | \$1,537.61     | \$498.00       | \$0.00         | \$498.00       | 24.46%  |
| 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%   |
|                      | Func: - 1201                                     | \$555.96       | \$0.00      | \$555.96       | \$0.00       | \$555.96       | \$0.00         | \$0.00         | \$0.00         | 0.00%   |

# Town of New Hartford Board of Education

## GENERAL FUND EXPENDITURE RUN

From Date: 11/1/2021

To Date: 11/30/2021

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   |
|----------------------|--------------------------------------------------|--------------|-------------|--------------|-------------|-------------|--------------|-------------|-------------|---------|
|                      | Fund: Title II Grant - 200                       | \$555.96     | \$0.00      | \$555.96     | \$0.00      | \$555.96    | \$0.00       | \$0.00      | \$0.00      | 0.00%   |
| 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   | \$541.50    | \$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   | \$337.50    | \$1,406.25  | \$593.75     | \$0.00      | \$593.75    | 29.69%  |
| 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     | \$287.92    | \$442.92    | \$29.08      | \$29.08     | \$0.00      | 0.00%   |
|                      | Func: - 1205                                     | \$8,972.00   | \$0.00      | \$8,972.00   | \$1,166.92  | \$7,772.92  | \$1,199.08   | \$29.08     | \$1,170.00  | 13.04%  |
|                      | Fund: IDEA 619 - 300                             | \$8,972.00   | \$0.00      | \$8,972.00   | \$1,166.92  | \$7,772.92  | \$1,199.08   | \$29.08     | \$1,170.00  | 13.04%  |
| 400.1208.111.002.120 | IDEA 611 -Salaries SPED CERTIFIED 6/30/2023      | \$50,399.00  | \$0.00      | \$50,399.00  | \$3,880.84  | \$13,530.92 | \$36,868.08  | \$36,868.00 | \$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  | \$4,189.50  | \$12,839.25 | \$12,160.75  | \$0.00      | \$12,160.75 | 48.64%  |
| 400.1208.112.005.120 | IDEA 611- Pupil Serv- PT 6/30/2023               | \$15,000.00  | \$0.00      | \$15,000.00  | \$525.00    | \$1,068.75  | \$13,931.25  | \$0.00      | \$13,931.25 | 92.88%  |
| 400.1208.112.006.120 | IDEA 611- Pupil Serv- BCBA costs 6/30/2023       | \$10,000.00  | \$0.00      | \$10,000.00  | \$355.00    | \$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     | \$302.58    | \$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 | \$9,252.92  | \$30,788.77 | \$73,606.23  | \$36,868.00 | \$36,738.23 | 35.19%  |
|                      | Fund: IDEA 611 - 400                             | \$104,395.00 | \$0.00      | \$104,395.00 | \$9,252.92  | \$30,788.77 | \$73,606.23  | \$36,868.00 | \$36,738.23 | 35.19%  |
| 410.1201.001.101.120 | REAP Grant 12/30/2022 #358A201568                | \$28,753.98  | \$0.00      | \$28,753.98  | \$9,457.86  | \$16,176.64 | \$12,577.34  | \$7,642.00  | \$4,935.34  | 17.16%  |
| 410.1201.001.102.120 | REAP Grant 12/30/2023 #358A210692                | \$41,522.00  | \$0.00      | \$41,522.00  | \$1,030.77  | \$3,496.32  | \$38,025.68  | \$0.00      | \$38,025.68 | 91.58%  |
|                      | Func: - 1201                                     | \$70,275.98  | \$0.00      | \$70,275.98  | \$10,488.63 | \$19,672.96 | \$50,603.02  | \$7,642.00  | \$42,961.02 | 61.13%  |
|                      | Fund: REAP Grant - 410                           | \$70,275.98  | \$0.00      | \$70,275.98  | \$10,488.63 | \$19,672.96 | \$50,603.02  | \$7,642.00  | \$42,961.02 | 61.13%  |
| 415.1201.002.102.120 | ESSER II Funds 9/30/2023 Tutor Salaries          | \$49,161.00  | \$0.00      | \$49,161.00  | \$4,726.32  | \$13,350.03 | \$35,810.97  | \$34,791.21 | \$1,019.76  | 2.07%   |
| 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 | \$2,578.91  | \$7,857.34  | \$111,536.66 | \$18,459.28 | \$93,077.38 | 77.96%  |
|                      | Func: - 1201                                     | \$178,555.00 | \$0.00      | \$178,555.00 | \$7,305.23  | \$31,207.37 | \$147,347.63 | \$53,250.49 | \$94,097.14 | 52.70%  |
|                      | Fund: Esser Fund - 415                           | \$178,555.00 | \$0.00      | \$178,555.00 | \$7,305.23  | \$31,207.37 | \$147,347.63 | \$53,250.49 | \$94,097.14 | 52.70%  |
| 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% |

# Town of New Hartford Board of Education

## GENERAL FUND EXPENDITURE RUN

Fiscal Year: 2021-2022

From Date: 11/1/2021

To Date: 11/30/2021

☐ 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         |
|----------------------|--------------------------------|-----------------------|--------------------|-----------------------|---------------------|-----------------------|-----------------------|-----------------------|-----------------------|---------------|
|                      | 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                | (\$202.02)          | (\$15,353.27)         | \$15,353.27           | \$0.00                | \$15,353.27           | 0.00%         |
| 600.9000.015.504.199 | PHOENIX MUTUAL                 | \$0.00                | \$0.00             | \$0.00                | \$0.17              | (\$244.00)            | \$244.00              | \$0.00                | \$244.00              | 0.00%         |
| 600.9000.021.501.199 | ADM-HOSP.                      | \$0.00                | \$0.00             | \$0.00                | (\$350.91)          | (\$15,070.43)         | \$15,070.43           | \$0.00                | \$15,070.43           | 0.00%         |
| 600.9000.026.502.199 | DENTAL                         | \$0.00                | \$0.00             | \$0.00                | (\$10.97)           | (\$875.01)            | \$875.01              | \$0.00                | \$875.01              | 0.00%         |
|                      | Func: - 9000                   | \$0.00                | \$0.00             | \$0.00                | (\$563.73)          | (\$31,542.71)         | \$31,542.71           | \$0.00                | \$31,542.71           | 0.00%         |
|                      | Fund: Payroll Deductions - 600 | \$0.00                | \$0.00             | \$0.00                | (\$563.73)          | (\$31,542.71)         | \$31,542.71           | \$0.00                | \$31,542.71           | 0.00%         |
| <b>Grand Total:</b>  |                                | <b>\$9,244,101.55</b> | <b>\$63,355.16</b> | <b>\$9,307,456.71</b> | <b>\$746,930.97</b> | <b>\$3,113,954.08</b> | <b>\$6,193,502.63</b> | <b>\$4,014,797.03</b> | <b>\$2,178,705.60</b> | <b>23.41%</b> |

End of Report

*Existing policy with required modification due to P.A. 21-46.*

## **Mission-Goals-Objectives**

### **New Hartford Public Schools Vision Statements**

The New Hartford Public Schools will:

1. Create and sustain an educational community responsive to the intellectual, social, and emotional needs of children.
2. Encourage and assist all students to develop to their fullest potential and to be initiators of their own learning.
3. Ensure the physical safety and security of all its children.
4. Include parents as partners in the educational process, recognizing them as the primary educators of their children.
5. Communicate regularly and effectively with town residents, and respond appropriately to the community's needs.
6. Promote fiscal responsibility and consistent financial support for our children's education.
7. Provide exemplary curriculum that holds the highest expectations for student achievement.
8. Conduct regular comprehensive evaluations of the educational benefits and cost effectiveness of our curriculum and instructional programs.
9. Develop and implement a long-range plan for school facilities renovation and maintenance.
10. Provide the human and financial resources for instructional improvement initiatives and intervention programs that advance student achievement.
11. Integrate administrative and educational technology to increase productivity and efficiency and to improve teaching and learning.
12. Provide for professional development for our teachers through specific workshops, professional study groups, action research teams, and the supervision and evaluation process.
13. The New Hartford Public Schools will integrate the principles and practices of social-emotional learning into the District's required professional development program pursuant to C.G.S. 10-148a.

**Legal References:** Connecticut General Statutes  
10-4(c) Duties of boards. Reports. Comprehensive plan for elementary, secondary, vocational, career and adult education.  
10-220(b) Duties of boards of education (as amended by P.A. 21-46, Section 13)  
P.A. 21-46 An Act Concerning Social Equity and the Health, Safety, and Education of Children.

Policy adopted: February 8, 2006  
Policy revised:

NEW HARTFORD PUBLIC SCHOOLS  
New Hartford, Connecticut

*A mandated policy to consider.*

## **Students**

### **Discipline**

#### **Physical Exercise and Discipline of Students**

The Board of Education (Board) recognizes that a positive approach toward exercise and physical activity is important to the health and well-being of students. The Board requires that each student in elementary school shall have not less than twenty minutes daily in total devoted to physical exercise, except that a Planning and Placement Team may alter such schedule for a child requiring special education and related services. Further, the Board permits, in its elementary schools, including an additional amount of time, beyond the required twenty minutes for physical exercise, devoted to undirected play during the regular school day, subject to the approval of the building administration.

All aspects of the school experience should encourage students to have a healthy attitude toward exercise and promote the life-long enjoyment of physical activity. Therefore, when school employees impose disciplinary consequences for student misconduct during the regular day, the following restrictions shall apply:

#### **1. Loss of Recess as Disciplinary Consequence**

Except as provided below, school employees may NOT prevent a student in elementary school from participating in the entire time devoted to physical exercise or undirected play in the regular school day as a form of discipline. Recess and other physically active learning opportunities may include movement-oriented learning activities in the academic environment, physical activity breaks, and regularly scheduled school wide routines and events that engage students in physical activity that is the time devoted each day (at least 20 minutes) to physical exercise in the District's elementary schools.

Loss of recess or other physically active learning opportunities as a form of discipline may be permitted on a case-by-case basis if approved in writing by the building administration prior to the imposition of the discipline. Such approval may be granted for safety reasons, as a last resort before in-school suspension, or in extraordinary situations when alternative strategies to address student misconduct have been ineffective.

This restriction shall not apply to students who are receiving in-school suspension.

#### **2. Physical Activity as Punishment**

School employees may NOT require students enrolled in grades K-12, inclusive, to engage in physical activity as a form of discipline during the school day.

#### **3. Wellness Instruction**

School employees shall not prevent students from participating in physical exercise or undirected play during wellness instruction as a form of discipline.

This restriction does not apply to brief periods of respite/time-outs, referrals to the building administrator, or for safety reasons.

## **Students**

### **Discipline**

#### **Physical Exercise and Discipline of Students**

##### **3. Wellness Instruction (continued)**

At no time shall an entire class be prevented from participating in wellness instruction or physical exercise activity as a disciplinary consequence.

The Superintendent of Schools is authorized to develop guidelines to implement this policy.

Nothing in this policy shall prevent a school employee from acting in accordance with an Individualized Education Plan (IEP) developed by the student's Planning and Placement Team (PPT).

For the purpose of this policy, "school employee" means a teacher, substitute teacher, school administrator, school superintendent, guidance counselor, school counselor, psychologist, social worker, nurse, physician, school paraprofessional or coach employed by the Board or working in a public elementary, middle or high school; or any other individual who, in the performance of his or her duties, has regular contact with students and who provides services to, or on behalf of students enrolled in a public elementary, middle or high school, pursuant to a contract with the Board.

Any employee who fails to comply with this policy will be subject to discipline, up to and including termination of employment. Any contracted individual who provides services to or on behalf of District students and who fails to comply with the requirements of this policy may be subject to having his/her contract for services suspended by the District.

(cf. 6142.10 – Health Education Program)

(cf. 6142.101 – Wellness)

(cf. 6142.61 – Physical Activity)

(cf. 6142.6 – Physical Education)

**Legal Reference:** Connecticut General Statutes

10-221o Lunch periods. Recess (as amended by P.A. 12-116, An Act Concerning Educational Reform, P.A. 13-173, An Act Concerning Childhood Obesity and Physical Exercise in Schools and P.A. 19-173 An Act Concerning the Improvement of Child Development Through Play)

10-221u Boards to adopt policies addressing the use of physical activity as discipline. (as amended by PA 18-15)

**Policy adopted**

rev 7/18

rev 7/19

*Existing policy with required modifications due to P.A. 21-46.*

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

### **Food Service**

#### **Charging Policy**

The Board of Education has an agreement with the Connecticut State Department of Education to participate in one or more school Child Nutrition Programs and accepts full responsibility for adhering to the federal and state guidelines and regulations pertaining to these school Child Nutrition Programs. The Board also accepts full responsibility for providing free or reduced price ~~and~~ meals to eligible students enrolled in the District's schools. All applications for free and reduced price lunch and any related information will be considered strictly confidential and not to be shared outside of the District's food services program. Meals are planned to meet the specified nutrient standards outlined by the United States Department of Agriculture for children based on their age or grade group.

Although not required by law, because of the District's participation in the Child Nutrition Programs, the Board approves the establishment of a system to allow a student to charge a meal.

The Board realizes that funds from the non-profit school food service account, according to federal regulations, cannot be used to cover the cost of charged meals that have not been paid.

Moreover, federal funds are intended to subsidize the meals of children and may not be used to subsidize meals for adults (teachers, staff and visitors). Adults are not allowed to charge meals and shall pay for such meals at the time of service or through pre-paid accounts.

The district strongly discourages meal charging, but understands that an occasional emergency makes it necessary. The District's policy is as follows:

- 1) All charges must be paid within 10 days. ~~Students may charge for a regular lunch up to \$25.00.~~
  - a) ~~Students may charge for a regular lunch up to \$25.00.~~
  - b) ~~After \$25.00 the student will be offered an alternate meal.~~
- 2) Additionally, parents will receive a weekly email notification when their child's balance reaches -\$5.00.
- 3) Parents of students who amass a balance of -\$25 will be contacted by the Food Service Manager.

~~The Board prohibits the public identification or shaming of a child/student for any unpaid charges, including, but not limited to, the following:~~

- ~~• Delaying or refusing to serve a meal to such student,~~
- ~~• Designating a specific meal option for such student or otherwise taking any disciplinary action against such student.~~

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

### **Food Service**

#### **Charging Policy (continued)**

A student needing to charge a meal will be informed of his/her right to purchase a meal, which may exclude a la carte items, for any school breakfast, lunch or other feeding.

In order to sustain the District's food services program, the District cannot permit the excessive charging of student meals. Therefore, any charging of meals must be consistent with this policy and any accompanying regulations. The Superintendent or his/her designee shall develop regulations designed to effectively and respectfully address family responsibility for unpaid meals.

Any parent/guardian who anticipates a problem with paying for meals is encouraged to contact the Food Services Manager/Director and/or the applicable school Principal for assistance. The Board encourages all families who may have a child eligible for free or reduced price lunch to apply.

#### **Delinquent Debt and Bad Debt**

The District's efforts to recover from households, money owed due to the charging of meals must not have a negative impact on the children involved and shall focus primarily on the adults in the household responsible for providing funds for meal purchases. The school food authority is encouraged to consider whether the benefits of potential collections outweigh the costs which would be incurred to achieve those collections.

Money owed because of unpaid meal charges shall be considered "delinquent debt," as defined, as long as it is considered collectable and reasonable efforts are being made to collect it. Such debt must be paid by June 30, ~~effective with the 2017-2018~~ of the school year.

After reasonable attempts are made to collect the delinquent debt, and it is determined that further collection efforts are useless or too costly, the debt must be reclassified as "bad debt." Such debt shall be written off as an operating loss not to be absorbed by the nonprofit school food service account but must be restored using non-federal funds.

#### **Dissemination of Policy**

This policy shall be provided in writing to all households at the start of each school year and to households transferring to the school or school district during the school year.

This policy shall be provided to all school staff and/or school food authority staff responsible for its enforcement. In addition, school social workers, nurses, the homeless liaison, and other staff members assisting children in need or who may be contacted by families with unpaid meal charges also should be informed of this policy.

## Business/Non-Instructional Operations

### Food Service

### Charging Policy

### Dissemination of Policy (continued)

The District's school food authority shall maintain, as required, documentation of the methods used to communicate this policy to households and school or school food authority-level staff responsible for policy enforcement.

Communications with parents/guardians regarding collection of a child's unpaid meal charges shall include information on local food pantries, application for free or reduced price meals and the Department of Social Services' supplemental nutrition assistance program and a link to the District's website that lists any community services available to town/city residents.

The Board will accept gifts, donations, or grants from any public or private sources for the purpose of paying off any unpaid charges for school meals.

- Legal Reference:
- Connecticut General Statutes
    - 10-215 Lunches, breakfasts and other feeding programs for public school children and employees. (as amended by PA 21-46)
    - 10-215a Nonpublic school and nonprofit agency participation in feeding programs.
    - 10-215b Duties of State Board of Education re feeding programs.
  - State Board of Education Regulations
  - State of Connecticut, Bureau of Health/Nutrition, Family Services and Adult Education Operational Memorandum No. 4-17, "Guidance on Unpaid Meal Charges and Collection of Delinquent Meal Payments," Nov. 2, 2016
  - Operational Memorandum #19-10, State of Connecticut, Bureau of Health/Nutrition, Family Services and Adult Education "Unallowable Charges to No-profit School Food Service Accounts and the Serving of Meals to No-paying Full and Reduced Price Students"
  - National School Lunch Program and School Breakfast Program; Competitive Foods. (7 CFR Parts 210 and 220, Federal Register, Vol 45 No. 20, Tuesday, January 29, 1980, pp 6758-6772
  - USDA Guidance:
    - SP 46-2016, "Unpaid Meal Charges: Local Meal Charge Policies"
    - SP 47-2016, "Unpaid Meal Charges: Clarification on Collection of Delinquent Meal Payment"
    - SP 57-2016 "Unpaid Meal Charges: Guidance and Q and A"
    - SP 58-2016 "2016 Edition: Overcoming the Unpaid Meal Challenge: Proven Strategies from Our Nation's Schools"

Policy adopted: March 10, 2014  
Policy revised: June 6, 2017  
Policy revised:

NEW HARTFORD PUBLIC SCHOOLS  
New Hartford, Connecticut

*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.