

**New Hartford Public Schools
Board of Education Regular Meeting
Antolini School Library
October 17, 2023 @ 7:00 p.m.
Google Meet <https://meet.google.com/tir-dzso-uhh>**

- A. Chair to Open Meeting**
- B. Pledge of Allegiance**
- C. Chair to Select Order of Business**
- D. Communications to the Board of Education/Public Comment**
- E. Board of Education Chair's Report**
- F. Superintendent's Report**
 - EdAdvance Board**
 - BOE candidates**
 - Grants**
 - School Armed Security Officer Informational Sessions Oct. 25 or Nov. 21**
- G. Routine Business**
 - 1. Approval of minutes - September 19, 2023**
 - 2. Expenditure report**
- H. New Business**
 - Policy Updates (First Reading)**
 - Policy 5118.21 on Students - Military Children**
 - An update to policy on 6159 Instruction - IEP/SPED Programs**
 - An update to policy on 7230.2 New Construction - IAQ & HVAC**
 - An update to policy on 4121 Personnel- Substitute Teachers**
- I. Old Business**
- J. Reports**
- K. Executive Session**
 - Student residency**
- L. Adjournment**

Recorded meetings will be posted to:
https://www.youtube.com/channel/UCX-ZlomWmjG81dc_QM3rfg

Routine Business

1. Approval of Minutes - August 15, 2023
2. Expenditure Report

New Business

Policy Updates (First Reading)

Policy 5118.21 on Students - Children of Military Families- special attention and care for students from military families who experience unique circumstances relative to deployment.

An update to policy on 6159 Instruction - IEP/SPED Programs - students are eligible under IDEA to receive special education services until the end of the school year in which they turn 22.

An update to policy on 7230.2 New Construction - IAQ & HVAC - to be in compliance with Public Act 23-167 reporting and potential amelioration of Indoor Air Quality and Heating, Ventilation and Air Conditioning.

An update to policy on 4121 Personnel- Substitute Teachers - greater flexibilities.

Old Business

Reports

Executive Session

Discussion on student residency

Adjournment

**New Hartford Public Schools
Board of Education Regular Meeting
Antolini School Library
September 19, 2023 @ 7 pm**

Recorded meeting – https://www.youtube.com/channel/UCX-_ZlomWmjG81dc_QM3rfg

Present Chairman Karl Hermonat, Members: Travis Bonhomme (in at 7:02 pm), Tom Buzzi, Penny Miller, Tony Persechino, Mary Stempien, Deirdre Tindall, Supt. of Schools Jeff Sousa, Bakerville & New Hartford Elementary Schools Principal Amy Kennedy, Antolini School Principal Dr. Kelly Carroll, Elise Yost, Kayli Midwinter and IT Specialist Paul Carmen

Absent Kelly O'Dell-Longhi and Tim Klepps

Chairman Hermonat opened the meeting at 7:00 with the Pledge of Allegiance.

Chair to Select Order of Business

No changes

Communications to the Board of Education / Public Comment

Nothing

Board of Education Chair's Report

Nothing

Superintendent's Report

Supt. Sousa said that the opening on the first day of school was great. Huge kudos to Dr. Carroll and Mrs. Kennedy for a smooth opening. He gave a huge shout-out to Heather Mathes, Curriculum Specialist, who stepped in to cover a 2nd grade class for a teacher who is out on long-term maternity leave. He also gave a huge shout-out to the custodians for their attention to detail. He said they did an incredible job of making our school look fantastic. He thanked Kayli Midwinter for a successful summer program. Our cafeteria food is much improved. The children said the french fries are up a notch. The cafeteria food is now obtained through Ed Advance.

Our school enrollment has increased from 444 students to 454. Some of our new students have special education needs and we will have to increase our FTE's in order to meet the needs of our children. We will continue to provide amazing services for our students.

A letter was received from the Commissioner of Education. The PDEC – Professional Development Evaluation Committee – had to adopt the Professional Development Calendar. There has been flexibility in place since COVID. A copy of this letter is available for viewing in the Superintendent of Schools Office.

Motion by Mr. Buzzi to approve the flexibilities within the *Connecticut Guidelines for Educator Evaluation 2017* for the 2023-2024 School Year as approved by the PDEC Committee for New Hartford Public Schools. Second by Ms. Stempien.

Unanimous

Mr. Sousa said a Special Thanks to First Selectman Dan Jerram and Board of Finance Chairman Kerry Guilfoyle who spoke at Convocation. He also thanked Bob D'Orio from the South End Fire Department who spoke to the staff on safety and CPR.

Routine Business

Line Item Transfer

Motion by Ms. Miller to approve the Line Item Transfer of \$28,000 from SPED Transport to Teacher Substitutes. This is for the previous year. Second by Mr. Hermonat

Unanimous

Motion by Mr. Buzzi to approve the minutes of August 15, 2023. Second by Ms. Miller

Unanimous

Motion by Ms. Stempien to approve the Expenditure Report. Second by Mr. Persechino

Unanimous

New Business

Letter from Board of Selectmen – Copy available for viewing in the Supt. of Schools office

Mr. Hermonat said this letter was in response to a request to put in the ballot an advisory question about having a security guard in our schools. Funds had been set aside to cover the cost of one security guard. We had hoped to get feedback from our voters and their opinion about adding a security guard. The request was denied in the letter from the Board of Selectmen.

Mr. Hermonat thanked Mr. Sousa for all the time he spent over the past 3 months – answering questions from the Selectmen's Office, putting the question together and making modifications. The feedback from the Town's Attorney for various reasons they didn't feel it was appropriate to put it on the ballot. The time has passed to put it on the ballot. Mr. Hermonat's recommendation would be to have public informational sessions. This would make the public aware and to answer any questions about the role the security guard would play in our schools. The feedback would be gathered, and the board would then proceed depending on that feedback.

Motion by Ms. Miller that we hold at least two informational meetings for the townspeople to discuss employing a school security officer in New Hartford. Second by Mr. Buzzi

Discussion followed. Mr. Hermonat said without revealing too many details it would be discussed what the function of the school security guard is. Ms. Miller said she isn't sure that route to go would be to hire an armed person to be in our schools as opposed to implementing measures such as putting a filament on the inside of the windows, installing more cameras – inside & outside, quicker notification to LCD than presently done. Whose budget will it come under? In the letter it mentions either the Town or the Police Department budget. Who would this person report to? Mr. Buzzi said at a recent Police Chief's meeting he attended there is a lot of information available about SRO's. He asked if at the informational sessions who would be presenting the information. Supt. Sousa said he would have an explanatory text.

Aye: Buzzi, Miller, Persechino, Stempien, Tindall, Hermonat; Opposed: Bonhomme

Motion passed

Old Business

None

Reports

None

Adjournment

Motion by Mr. Buzzi to adjourn at 7:36. Second by Mr. Persechino

Unanimous

Respectfully submitted, Penny Miller, Board Secretary

Attachments In the Superintendent's Office

- 1. Letter from the State of Connecticut Department of Education*
- 2. Letter from Town of New Hartford, First Selectman Dan Jerram*

Town of New Hartford Board of Education

GENERAL FUND EXPENDITURE RUN

Fiscal Year: 2023-2024

☐ Include pre encumbrance

☐ Print accounts with zero balance

☒ Filter Encumbrance Detail by Date Range

From Date: 10/1/2023

To Date: 10/31/2023

Account Number	Description	Budget	Adjustments	GL Budget	Current	YTD	Balance	Encumbrance	Budget Bal	% Rem
100.1000.111.001.117	SALARIES, REGULAR CLASS TCHR	\$2,478,400.63	\$0.00	\$2,478,400.63	\$96,832.28	\$386,940.62	\$2,091,460.01	\$2,145,075.77	(\$53,615.76)	-2.16%
100.1000.112.001.117	SALARIES, REGULAR CLASS PARAS	\$164,195.14	\$0.00	\$164,195.14	\$6,804.54	\$19,002.78	\$145,192.36	\$128,349.59	\$16,842.77	10.26%
100.1000.114.001.100	SALARIES, TCHR SUBSTITUTES	\$59,000.00	\$0.00	\$59,000.00	\$4,839.22	\$9,674.70	\$49,325.30	\$0.00	\$49,325.30	83.60%
100.1000.116.000.100	SALARIES, MISC STIPENDS	\$26,525.00	\$0.00	\$26,525.00	\$0.00	\$500.00	\$26,025.00	\$0.00	\$26,025.00	98.11%
100.1000.313.000.100	CURRICULUM ASSESSMENTS	\$6,100.00	\$0.00	\$6,100.00	\$0.00	\$0.00	\$6,100.00	\$0.00	\$6,100.00	100.00%
100.1000.320.000.100	PURCHASED SERVICES- Extra Curr.	\$14,200.00	\$0.00	\$14,200.00	\$0.00	\$0.00	\$14,200.00	\$0.00	\$14,200.00	100.00%
100.1000.560.603.120	CREC Magnet School Tuition	\$45,000.00	\$0.00	\$45,000.00	\$0.00	\$0.00	\$45,000.00	\$0.00	\$45,000.00	100.00%
100.1000.591.000.100	TRAVEL- All Dept.	\$2,000.00	\$0.00	\$2,000.00	\$56.25	\$56.25	\$1,943.75	\$0.00	\$1,943.75	97.19%
100.1000.616.000.101	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	\$4,700.00	\$0.00	\$4,700.00	\$0.00	\$0.00	\$4,700.00	\$0.00	\$4,700.00	100.00%
100.1000.616.001.112	MUSIC - K - 6	\$1,500.00	\$0.00	\$1,500.00	\$0.00	\$174.95	\$1,325.05	\$0.00	\$1,325.05	88.34%
100.1000.616.001.117	CLASSROOM/TEACHER	\$2,500.00	\$0.00	\$2,500.00	\$97.17	\$1,674.12	\$825.88	\$100.00	\$725.88	29.04%
100.1000.616.001.118	PHYSICAL EDUCATION	\$1,800.00	\$0.00	\$1,800.00	\$0.00	\$672.29	\$1,127.71	\$0.00	\$1,127.71	62.65%
100.1000.616.001.119	GENERAL SUPPLIES - BAK	\$1,055.00	\$0.00	\$1,055.00	\$0.00	\$592.16	\$462.84	\$0.00	\$462.84	43.87%
100.1000.616.001.120	CENTRAL SUPPLIES -BAK	\$1,055.00	\$0.00	\$1,055.00	\$0.00	\$335.04	\$719.96	\$228.79	\$491.17	46.56%
100.1000.616.002.112	MUSIC - INSTRUMENTAL	\$1,200.00	\$0.00	\$1,200.00	\$0.00	\$490.00	\$710.00	\$0.00	\$710.00	59.17%
100.1000.616.002.119	GENERAL SUPPLIES- NHES	\$1,005.00	\$0.00	\$1,005.00	\$0.00	\$1,377.83	(\$372.83)	\$0.00	(\$372.83)	-37.10%
100.1000.616.002.120	CENTRAL SUPPLIES- NHES	\$1,005.00	\$0.00	\$1,005.00	\$0.00	\$313.72	\$691.28	\$0.00	\$691.28	68.78%
100.1000.616.003.119	GENERAL SUPPLIES- ANT	\$2,440.00	\$0.00	\$2,440.00	\$0.00	\$740.20	\$1,699.80	\$0.00	\$1,699.80	69.66%
100.1000.616.003.120	CENTRAL SUPPLIES- ANT	\$2,440.00	\$0.00	\$2,440.00	\$0.00	\$2,157.80	\$282.20	\$0.00	\$282.20	11.57%
100.1000.641.000.110	SCIENCE	\$2,000.00	\$0.00	\$2,000.00	\$0.00	\$183.71	\$1,816.29	\$0.00	\$1,816.29	90.81%
100.1000.641.003.106	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	\$20,000.00	\$0.00	\$20,000.00	\$0.00	\$0.00	\$20,000.00	\$1,662.12	\$18,337.88	91.69%
100.1000.641.100.114	SOCIAL STUDIES	\$3,000.00	\$0.00	\$3,000.00	\$0.00	\$129.63	\$2,870.37	\$0.00	\$2,870.37	95.68%
100.1000.641.200.109	READING	\$20,000.00	\$0.00	\$20,000.00	\$0.00	\$85.76	\$19,914.24	\$1,450.00	\$18,464.24	92.32%
100.1000.641.200.111	MATH	\$19,000.00	\$0.00	\$19,000.00	\$0.00	\$178.86	\$18,821.14	\$0.00	\$18,821.14	99.06%
100.1000.642.001.100	PERIODICALS	\$3,000.00	\$0.00	\$3,000.00	\$0.00	\$230.62	\$2,769.38	\$322.86	\$2,446.52	81.55%
100.1000.730.000.119	EQUIPMENT	\$500.00	\$0.00	\$500.00	\$0.00	\$0.00	\$500.00	\$0.00	\$500.00	100.00%
	Func: Regular Education - 1000	\$2,886,120.77	\$0.00	\$2,886,120.77	\$108,629.46	\$425,511.04	\$2,460,609.73	\$2,277,189.13	\$183,420.60	6.36%
100.1200.111.000.120	SALARIES, CERTIFIED	\$840,750.60	\$12,225.00	\$852,975.60	\$39,579.06	\$155,914.50	\$697,061.10	\$852,056.58	(\$154,995.48)	-18.17%
100.1200.111.001.120	SALARIES, Director -Student Services	\$120,600.00	\$0.00	\$120,600.00	\$4,638.46	\$37,107.68	\$83,492.32	\$83,492.32	\$0.00	0.00%
100.1200.112.000.120	SALARIES, SECRETARY SPED	\$45,887.04	\$0.00	\$45,887.04	\$2,030.40	\$10,761.12	\$35,125.92	\$34,922.88	\$203.04	0.44%
100.1200.112.001.120	SALARIES, PARAS	\$475,730.49	\$0.00	\$475,730.49	\$2,232.94	\$2,602.31	\$473,128.18	\$470,649.13	\$2,479.05	0.52%
100.1200.114.001.120	SALARIES, PARA SUBSTITUTES	\$6,000.00	\$0.00	\$6,000.00	\$2,148.04	\$3,125.54	\$2,874.46	\$0.00	\$2,874.46	47.91%

Town of New Hartford Board of Education

GENERAL FUND EXPENDITURE RUN

Fiscal Year: 2023-2024

From Date: 10/1/2023

To Date: 10/31/2023

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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-THERAPIES	\$30,000.00	\$0.00	\$30,000.00	\$0.00	\$907.05	\$29,092.95	\$0.00	\$29,092.95	96.98%
100.1200.313.000.120	EVALUATIONS & CONSULTS	\$26,000.00	\$0.00	\$26,000.00	\$0.00	\$3,150.00	\$22,850.00	\$0.00	\$22,850.00	87.88%
100.1200.314.000.120	TESTING SUPPLIES	\$10,000.00	\$0.00	\$10,000.00	\$2,099.59	\$7,686.42	\$2,313.58	\$0.00	\$2,313.58	23.14%
100.1200.324.000.120	INSERVICE	\$10,200.00	\$0.00	\$10,200.00	\$150.00	\$4,399.00	\$5,801.00	\$0.00	\$5,801.00	56.87%
100.1200.560.603.120	TUITION	\$394,000.00	\$0.00	\$394,000.00	\$22,180.30	\$94,683.02	\$299,316.98	\$0.00	\$299,316.98	75.97%
100.1200.616.000.120	TEACHING SUPPLIES - SPED	\$1,000.00	\$0.00	\$1,000.00	\$0.00	\$406.32	\$593.68	\$39.55	\$554.13	55.41%
100.1200.690.000.120	OFFICE SUPPLIES - SPED	\$0.00	\$0.00	\$0.00	\$0.00	\$31.99	(\$31.99)	\$0.00	(\$31.99)	0.00%
100.1200.730.000.120	EQUIPMENT - SPED	\$3,000.00	\$0.00	\$3,000.00	\$0.00	\$0.00	\$3,000.00	\$69.20	\$2,930.80	97.69%
100.1200.890.000.120	DUES & FEES	\$435.00	\$0.00	\$435.00	\$0.00	\$250.00	\$185.00	\$0.00	\$185.00	42.53%
	Func: Special Education - 1200	\$1,964,603.13	\$12,225.00	\$1,976,828.13	\$75,058.79	\$321,024.95	\$1,655,803.18	\$1,441,229.66	\$214,573.52	10.85%
100.1300.560.603.127	ADULT EDUCATION	\$6,800.00	\$0.00	\$6,800.00	\$0.00	\$6,880.00	(\$80.00)	\$0.00	(\$80.00)	-1.18%
	Func: Adult Education - 1300	\$6,800.00	\$0.00	\$6,800.00	\$0.00	\$6,880.00	(\$80.00)	\$0.00	(\$80.00)	-1.18%
100.2130.112.000.129	SALARIES, NURSE	\$133,165.00	\$0.00	\$133,165.00	\$5,896.63	\$23,652.84	\$109,512.16	\$106,139.48	\$3,372.68	2.53%
100.2130.114.000.129	SALARIES, NURSES SUBSTITUTE	\$2,000.00	\$0.00	\$2,000.00	\$0.00	\$320.00	\$1,680.00	\$0.00	\$1,680.00	84.00%
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	\$3,500.00	\$0.00	\$3,500.00	\$105.95	\$621.67	\$2,878.33	\$0.00	\$2,878.33	82.24%
100.2130.730.000.129	EQUIPMENT - NURSES	\$500.00	\$0.00	\$500.00	\$0.00	\$0.00	\$500.00	\$0.00	\$500.00	100.00%
	Func: Health Services - 2130	\$142,165.00	\$0.00	\$142,165.00	\$6,002.58	\$27,594.51	\$114,570.49	\$106,139.48	\$8,431.01	5.93%
100.2210.322.000.130	PARTIAL TUITION REIM.	\$10,000.00	\$0.00	\$10,000.00	\$0.00	\$454.80	\$9,545.20	\$0.00	\$9,545.20	95.45%
100.2210.324.000.130	STAFF DEVELOPMENT	\$5,000.00	\$0.00	\$5,000.00	\$930.00	\$2,411.20	\$2,588.80	\$0.00	\$2,588.80	51.78%
100.2210.325.000.130	CURRICULUM WORK	\$15,000.00	\$0.00	\$15,000.00	\$0.00	\$6,363.98	\$8,636.02	\$0.00	\$8,636.02	57.57%
100.2210.590.000.130	PURCHASED SERVICES	\$1,500.00	\$0.00	\$1,500.00	\$0.00	\$0.00	\$1,500.00	\$0.00	\$1,500.00	100.00%
100.2210.593.000.130	PRINTING	\$300.00	\$0.00	\$300.00	\$0.00	\$0.00	\$300.00	\$0.00	\$300.00	100.00%
100.2210.617.000.130	CURRICULUM MATERIALS	\$4,500.00	\$0.00	\$4,500.00	\$0.00	\$1,039.05	\$3,460.95	\$0.00	\$3,460.95	76.91%
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	\$800.00	\$0.00	\$800.00	\$0.00	\$0.00	\$800.00	\$0.00	\$800.00	100.00%
100.2210.890.000.130	DUES & FEES	\$650.00	\$0.00	\$650.00	\$0.00	\$0.00	\$650.00	\$0.00	\$650.00	100.00%
	Func: Improvement of Instruction - 2210	\$38,250.00	\$0.00	\$38,250.00	\$930.00	\$10,269.03	\$27,980.97	\$0.00	\$27,980.97	73.15%
100.2220.612.001.131	MEDIA SERVICES & SUPPLIES - BAK	\$500.00	\$0.00	\$500.00	\$0.00	\$0.00	\$500.00	\$0.00	\$500.00	100.00%
100.2220.612.002.131	MEDIA SERVICES & SUPPLIES - NHES	\$500.00	\$0.00	\$500.00	\$0.00	\$0.00	\$500.00	\$0.00	\$500.00	100.00%
100.2220.612.003.131	MEDIA SERVICES & SUPPLIES - ANT	\$1,500.00	\$0.00	\$1,500.00	\$0.00	\$0.00	\$1,500.00	\$0.00	\$1,500.00	100.00%
100.2220.619.000.131	INSTRUCTIONAL SUPPLIES-ANT	\$200.00	\$0.00	\$200.00	\$0.00	\$0.00	\$200.00	\$0.00	\$200.00	100.00%

Town of New Hartford Board of Education

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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	\$11,000.00	\$0.00	\$11,000.00	\$0.00	\$0.00	\$11,000.00	\$0.00	\$11,000.00	100.00%
100.2220.642.001.131	PERIODICALS - BAK	\$300.00	\$0.00	\$300.00	\$0.00	\$0.00	\$300.00	\$122.85	\$177.15	59.05%
100.2220.642.002.131	PERIODICALS - NHES	\$325.00	\$0.00	\$325.00	\$0.00	\$0.00	\$325.00	\$122.85	\$202.15	62.20%
100.2220.642.003.131	PERIODICALS - ANT	\$800.00	\$0.00	\$800.00	\$0.00	\$0.00	\$800.00	\$403.78	\$396.22	49.53%
100.2220.643.001.131	LIBRARY BOOKS - BAK	\$600.00	\$0.00	\$600.00	\$0.00	\$0.00	\$600.00	\$0.00	\$600.00	100.00%
100.2220.643.002.131	LIBRARY BOOKS - NHES	\$400.00	\$0.00	\$400.00	\$0.00	\$0.00	\$400.00	\$0.00	\$400.00	100.00%
100.2220.643.003.131	LIBRARY BOOKS - ANT	\$2,250.00	\$0.00	\$2,250.00	\$0.00	\$0.00	\$2,250.00	\$0.00	\$2,250.00	100.00%
100.2220.730.001.131	EQUIPMENT/ AV SUPPLIES - BAK	\$400.00	\$0.00	\$400.00	\$0.00	\$0.00	\$400.00	\$0.00	\$400.00	100.00%
100.2220.730.002.131	EQUIPMENT/ AV SUPPLIES - NHES	\$400.00	\$0.00	\$400.00	\$0.00	\$0.00	\$400.00	\$0.00	\$400.00	100.00%
100.2220.730.003.131	EQUIPMENT/ AV SUPPLIES - ANT	\$800.00	\$0.00	\$800.00	\$0.00	\$0.00	\$800.00	\$0.00	\$800.00	100.00%
100.2220.890.001.131	DUES AND FEES	\$679.00	\$0.00	\$679.00	\$0.00	\$0.00	\$679.00	\$0.00	\$679.00	100.00%
	Func: Library Media Centers - 2220	\$20,854.00	\$0.00	\$20,854.00	\$0.00	\$0.00	\$20,854.00	\$649.48	\$20,204.52	96.89%
100.2230.112.000.134	SALARIES, SUPPORTIVE	\$70,458.00	\$0.00	\$70,458.00	\$2,709.92	\$21,679.36	\$48,778.64	\$48,778.64	\$0.00	0.00%
100.2230.321.000.134	TECHNICAL LICENSES	\$14,000.00	\$0.00	\$14,000.00	\$3.00	\$716.99	\$13,283.01	\$7,332.50	\$5,950.51	42.50%
100.2230.324.000.134	PROFESSIONAL DEVELOPMENT	\$1,800.00	\$0.00	\$1,800.00	\$0.00	\$0.00	\$1,800.00	\$0.00	\$1,800.00	100.00%
100.2230.407.000.134	REPAIRS/MAINTENANCE	\$26,000.00	\$0.00	\$26,000.00	\$1,811.38	\$6,418.75	\$19,581.25	\$2,983.20	\$16,598.05	63.84%
100.2230.617.000.134	CURRICULUM SOFTWARE	\$33,000.00	\$0.00	\$33,000.00	\$0.00	\$1,541.00	\$31,459.00	\$1,615.00	\$29,844.00	90.44%
100.2230.690.000.134	SUPPLIES	\$200.00	\$0.00	\$200.00	\$0.00	\$0.00	\$200.00	\$68.99	\$131.01	65.51%
100.2230.730.000.134	EQUIPMENT	\$8,000.00	\$0.00	\$8,000.00	\$0.00	\$0.00	\$8,000.00	\$0.00	\$8,000.00	100.00%
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: Technology - 2230	\$153,858.00	\$0.00	\$153,858.00	\$4,524.30	\$30,356.10	\$123,501.90	\$60,778.33	\$62,723.57	40.77%
100.2310.112.005.132	SALARIES, BOARD SECRETARY	\$1,625.00	\$0.00	\$1,625.00	\$0.00	\$0.00	\$1,625.00	\$0.00	\$1,625.00	100.00%
100.2310.690.005.132	OFFICE SUPPLIES - BOE	\$1,000.00	\$0.00	\$1,000.00	\$340.00	\$636.87	\$363.13	\$0.00	\$363.13	36.31%
100.2310.890.005.132	DUES & FEES - BOE	\$7,700.00	\$0.00	\$7,700.00	\$0.00	\$1,859.84	\$5,840.16	\$0.00	\$5,840.16	75.85%
100.2310.891.005.132	LEGAL	\$30,000.00	\$0.00	\$30,000.00	\$0.00	\$0.00	\$30,000.00	\$0.00	\$30,000.00	100.00%
	Func: Board of Education - 2310	\$40,325.00	\$0.00	\$40,325.00	\$340.00	\$2,496.71	\$37,828.29	\$0.00	\$37,828.29	93.81%
100.2320.111.004.133	SALARIES, SUPERINTENDENT	\$180,250.00	\$0.00	\$180,250.00	\$6,932.69	\$56,711.52	\$123,538.48	\$126,038.48	(\$2,500.00)	-1.39%
100.2320.112.002.133	SALARIES, ADMINISTRATIVE ASST	\$68,265.60	\$0.00	\$68,265.60	\$2,625.60	\$19,954.56	\$48,311.04	\$47,260.80	\$1,050.24	1.54%
100.2320.112.003.133	BOOKKEEPER	\$32,678.40	\$0.00	\$32,678.40	\$1,391.39	\$9,969.47	\$22,708.93	\$22,057.92	\$651.01	1.99%
100.2320.112.004.133	SALARIES, FISCAL SERVICES	\$63,086.40	\$0.00	\$63,086.40	\$2,426.40	\$19,411.20	\$43,675.20	\$43,675.20	\$0.00	0.00%
100.2320.113.004.133	SALARIES, OT-ADM ASST	\$1,000.00	\$0.00	\$1,000.00	\$0.00	\$61.05	\$938.95	\$0.00	\$938.95	93.90%

Town of New Hartford Board of Education

GENERAL FUND EXPENDITURE RUN

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☐ Print accounts with zero balance

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Account Number	Description	Budget	Adjustments	GL Budget	Current	YTD	Balance	Encumbrance	Budget Bal	% Rem
100.2320.320.004.133	PROF/TECH SERVICES	\$6,000.00	\$0.00	\$6,000.00	\$0.00	\$0.00	\$6,000.00	\$0.00	\$6,000.00	100.00%
100.2320.324.004.133	WORKSHOPS/CONFERENCES	\$3,000.00	\$0.00	\$3,000.00	\$1,326.04	\$1,326.04	\$1,673.96	\$60.92	\$1,613.04	53.77%
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	\$200.00	\$0.00	\$200.00	\$0.00	\$0.00	\$200.00	\$0.00	\$200.00	100.00%
100.2320.690.004.133	OFFICE SUPPLIES - C.O.	\$3,000.00	\$0.00	\$3,000.00	\$0.00	\$268.57	\$2,731.43	\$0.00	\$2,731.43	91.05%
100.2320.693.004.133	DATA PROCESSING	\$2,500.00	\$718.79	\$3,218.79	\$0.00	\$0.00	\$3,218.79	\$0.00	\$3,218.79	100.00%
100.2320.730.004.133	EQUIPMENT - C.O.	\$400.00	\$0.00	\$400.00	\$0.00	\$208.31	\$191.69	\$24.98	\$166.71	41.68%
100.2320.890.004.133	DUES & FEES - C.O.	\$3,600.00	\$0.00	\$3,600.00	\$0.00	\$383.00	\$3,217.00	\$0.00	\$3,217.00	89.36%
	Func: Central Office - 2320	\$364,230.40	\$718.79	\$364,949.19	\$14,702.12	\$108,293.72	\$256,655.47	\$239,118.30	\$17,537.17	4.81%
100.2410.111.001.141	SALARIES, ADMINISTRATORS	\$266,441.00	\$0.00	\$266,441.00	\$10,170.81	\$81,366.48	\$185,074.52	\$183,074.52	\$2,000.00	0.75%
100.2410.112.001.141	SALARIES, ADMINISTRATIVE ASST	\$165,096.92	\$0.00	\$165,096.92	\$7,545.43	\$36,344.67	\$128,752.25	\$122,078.19	\$6,674.06	4.04%
100.2410.114.001.141	SALARIES, ADMIN ASST SUBS	\$3,500.00	\$0.00	\$3,500.00	\$209.89	\$1,395.58	\$2,104.42	\$0.00	\$2,104.42	60.13%
100.2410.690.001.141	OFFICE SUPPLIES-BAK	\$1,150.00	\$0.00	\$1,150.00	\$0.00	\$163.25	\$986.75	\$314.98	\$671.77	58.41%
100.2410.690.002.141	OFFICE SUPPLIES-NHES	\$1,150.00	\$0.00	\$1,150.00	\$0.00	\$177.22	\$972.78	\$0.00	\$972.78	84.59%
100.2410.690.003.141	OFFICE SUPPLIES-ANT	\$2,700.00	\$0.00	\$2,700.00	\$0.00	\$457.71	\$2,242.29	\$108.37	\$2,133.92	79.03%
100.2410.730.001.141	EQUIPMENT-BAK	\$575.00	\$0.00	\$575.00	\$0.00	\$526.09	\$48.91	\$0.00	\$48.91	8.51%
100.2410.730.002.141	EQUIPMENT-NHES	\$575.00	\$0.00	\$575.00	\$0.00	\$656.79	(\$81.79)	\$0.00	(\$81.79)	-14.22%
100.2410.730.003.141	EQUIPMENT-ANT	\$1,350.00	\$0.00	\$1,350.00	\$0.00	\$0.00	\$1,350.00	\$0.00	\$1,350.00	100.00%
100.2410.890.001.141	DUES AND FEES	\$1,250.00	\$0.00	\$1,250.00	\$0.00	\$0.00	\$1,250.00	\$0.00	\$1,250.00	100.00%
	Func: School Offices - 2410	\$443,787.92	\$0.00	\$443,787.92	\$17,926.13	\$121,087.79	\$322,700.13	\$305,576.06	\$17,124.07	3.86%
100.2600.112.001.154	SALARIES, CUSTODIANS	\$264,249.60	\$0.00	\$264,249.60	\$9,878.00	\$83,423.00	\$180,826.60	\$177,804.00	\$3,022.60	1.14%
100.2600.112.002.154	SALARIES, CUSTODIAN PART-TIME	\$8,000.00	\$0.00	\$8,000.00	\$0.00	\$6,930.00	\$1,070.00	\$0.00	\$1,070.00	13.38%
100.2600.113.001.154	SALARIES, OVERTIME	\$8,500.00	\$289.20	\$8,789.20	\$479.70	\$933.20	\$7,856.00	\$0.00	\$7,856.00	89.38%
100.2600.114.001.154	SALARIES, SUBSTITUTES	\$1,000.00	\$0.00	\$1,000.00	\$210.48	\$210.48	\$789.52	\$0.00	\$789.52	78.95%
100.2600.402.000.154	UTILITIES, REFUSE	\$114,000.00	\$0.00	\$114,000.00	\$7,982.90	\$24,516.40	\$89,483.60	\$720.41	\$88,763.19	77.86%
100.2600.406.000.154	EMERGENCY REPAIRS/MAINTENANCE	\$53,000.00	\$4,067.20	\$57,067.20	\$534.63	\$8,837.11	\$48,230.09	\$11,242.64	\$36,987.45	64.81%
100.2600.408.000.154	SERVICE CONTRACTS	\$119,265.00	\$0.00	\$119,265.00	\$987.66	\$37,043.81	\$82,221.19	\$2,355.00	\$79,866.19	66.97%
100.2600.431.000.154	REPAIRS, NON-INSTR EQUIPMENT	\$4,000.00	\$0.00	\$4,000.00	\$369.07	\$1,914.96	\$2,085.04	\$0.00	\$2,085.04	52.13%
100.2600.532.001.154	COMMUNICATIONS	\$12,000.00	\$0.00	\$12,000.00	\$92.03	\$4,623.33	\$7,376.67	\$1,088.09	\$6,288.58	52.40%
100.2600.533.000.154	INTERNET SERVICE PROVIDER	\$13,000.00	\$10,975.46	\$23,975.46	\$2,928.16	\$4,305.22	\$19,670.24	\$0.00	\$19,670.24	82.04%
100.2600.592.000.154	PROP & LIABILITY INSURANCE	\$43,000.00	\$0.00	\$43,000.00	\$0.00	\$15,998.00	\$27,002.00	\$0.00	\$27,002.00	62.80%
100.2600.691.001.154	MAINTENANCE SUPPLIES - BAK	\$8,250.00	\$0.00	\$8,250.00	\$24.69	\$4,740.96	\$3,509.04	\$456.98	\$3,052.06	36.99%
100.2600.691.002.154	MAINTENANCE SUPPLIES - NHE	\$8,250.00	\$0.00	\$8,250.00	\$109.02	\$1,459.45	\$6,790.55	\$576.78	\$6,213.77	75.32%
100.2600.691.003.154	MAINTENANCE SUPPLIES - ANT	\$13,500.00	\$0.00	\$13,500.00	\$1,000.57	\$6,551.46	\$6,948.54	\$394.12	\$6,554.42	48.55%

Town of New Hartford Board of Education

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Account Number	Description	Budget	Adjustments	GL Budget	Current	YTD	Balance	Encumbrance	Budget Bal	% Rem
100.2600.692.001.154	FUEL ENERGY SUPPLIES	\$110,000.00	\$0.00	\$110,000.00	\$0.00	\$0.00	\$110,000.00	\$0.00	\$110,000.00	100.00%
100.2600.694.000.154	PROPANE	\$9,000.00	\$0.00	\$9,000.00	\$452.93	\$1,044.94	\$7,955.06	\$0.00	\$7,955.06	88.39%
100.2600.731.000.154	EQUIPMENT, LEASED	\$45,000.00	\$0.00	\$45,000.00	\$2,667.60	\$5,197.63	\$39,802.37	\$0.00	\$39,802.37	88.45%
	Func: Plant Operations - 2600	\$834,014.60	\$15,331.86	\$849,346.46	\$27,717.44	\$207,729.95	\$641,616.51	\$194,638.02	\$446,978.49	52.63%
100.2700.510.000.155	PUPIL TRANS.	\$580,032.00	\$0.00	\$580,032.00	\$58,003.20	\$60,003.20	\$520,028.80	\$0.00	\$520,028.80	89.66%
100.2700.511.603.155	TRANS SPEC ED	\$108,000.00	\$0.00	\$108,000.00	\$0.00	\$2,734.80	\$105,265.20	\$0.00	\$105,265.20	97.47%
100.2700.511.604.155	TRANSPORTATION SUMMER	\$11,000.00	\$0.00	\$11,000.00	\$0.00	\$12,339.93	(\$1,339.93)	\$0.00	(\$1,339.93)	-12.18%
100.2700.512.000.155	FUEL	\$60,000.00	\$2,073.46	\$62,073.46	\$5,164.55	\$9,138.12	\$52,935.34	\$0.00	\$52,935.34	85.28%
	Func: Pupil Transportation - 2700	\$759,032.00	\$2,073.46	\$761,105.46	\$63,167.75	\$84,216.05	\$676,889.41	\$0.00	\$676,889.41	88.94%
100.2800.530.000.156	POSTAGE	\$5,000.00	\$0.00	\$5,000.00	\$0.00	\$0.00	\$5,000.00	\$0.00	\$5,000.00	100.00%
100.2800.531.000.156	Advertising	\$600.00	\$0.00	\$600.00	\$0.00	\$71.92	\$528.08	\$0.00	\$528.08	88.01%
	Func: Communication - 2800	\$5,600.00	\$0.00	\$5,600.00	\$0.00	\$71.92	\$5,528.08	\$0.00	\$5,528.08	98.72%
100.6100.201.000.161	MEDICAL & DENTAL INSURANCE	\$1,301,878.00	\$29,338.68	\$1,331,216.68	\$872.75	\$503,188.22	\$828,028.46	\$0.00	\$828,028.46	62.20%
100.6100.204.000.161	LIFE INSURANCE	\$18,029.50	\$0.00	\$18,029.50	\$0.00	\$6,669.81	\$11,359.69	\$0.00	\$11,359.69	63.01%
100.6100.205.000.161	SOCIAL SECURITY	\$98,700.00	\$0.00	\$98,700.00	\$4,468.99	\$20,452.81	\$78,247.19	\$0.00	\$78,247.19	79.28%
100.6100.206.000.161	MEDICARE	\$76,458.00	\$0.00	\$76,458.00	\$3,219.06	\$15,078.70	\$61,379.30	\$0.00	\$61,379.30	80.28%
100.6100.208.000.161	TOWN PENSION FUND	\$152,473.00	\$0.00	\$152,473.00	\$0.00	\$0.00	\$152,473.00	\$0.00	\$152,473.00	100.00%
100.6100.209.001.161	DEFERRED COMP EXPENSE 457	\$46,371.00	\$0.00	\$46,371.00	\$2,168.68	\$9,541.73	\$36,829.27	\$0.00	\$36,829.27	79.42%
100.6100.211.000.161	TSA	\$11,000.00	\$0.00	\$11,000.00	\$440.00	\$8,520.00	\$2,480.00	\$7,480.00	(\$5,000.00)	-45.45%
100.6100.214.000.161	UNEMPLOYMENT COMP.	\$3,500.00	\$0.00	\$3,500.00	\$0.00	\$0.00	\$3,500.00	\$0.00	\$3,500.00	100.00%
100.6100.215.000.161	WORKMENS COMP	\$48,500.00	\$0.00	\$48,500.00	\$0.00	\$20,861.62	\$27,638.38	\$0.00	\$27,638.38	56.99%
100.6100.591.000.161	ADMIN. TRAVEL	\$1,500.00	\$0.00	\$1,500.00	\$0.00	\$0.00	\$1,500.00	\$0.00	\$1,500.00	100.00%
	Func: Employee Benefits - 6100	\$1,758,409.50	\$29,338.68	\$1,787,748.18	\$11,169.48	\$584,312.89	\$1,203,435.29	\$7,480.00	\$1,195,955.29	66.90%
	Fund: General Fund - 100	\$9,418,050.32	\$59,687.79	\$9,477,738.11	\$330,168.05	\$1,929,844.66	\$7,547,893.45	\$4,632,798.46	\$2,915,094.99	30.76%
300.1205.322.001.120	IDEA 619 TUTOR INSTRUCT Pre K 6/30/2024	\$17.96	\$0.00	\$17.96	\$0.00	\$17.96	\$0.00	\$0.00	\$0.00	0.00%
	Func: - 1205	\$17.96	\$0.00	\$17.96	\$0.00	\$17.96	\$0.00	\$0.00	\$0.00	0.00%
	Fund: IDEA 619 - 300	\$17.96	\$0.00	\$17.96	\$0.00	\$17.96	\$0.00	\$0.00	\$0.00	0.00%
301.1205.730.003.120	ARP IDEA 619 PRE-K & K EQUIP expires 6/30/2023	\$66.79	\$0.00	\$66.79	\$0.00	\$66.79	\$0.00	\$0.00	\$0.00	0.00%
	Func: - 1205	\$66.79	\$0.00	\$66.79	\$0.00	\$66.79	\$0.00	\$0.00	\$0.00	0.00%
	Fund: ARP 619 - 301	\$66.79	\$0.00	\$66.79	\$0.00	\$66.79	\$0.00	\$0.00	\$0.00	0.00%
400.1200.112.611.025	IDEA 611- Salaries 6/30/25	\$0.00	\$50,000.00	\$50,000.00	\$0.00	\$0.00	\$50,000.00	\$0.00	\$50,000.00	100.00%

Town of New Hartford Board of Education

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400.1200.112.619.025	IDEA 619- Salaries 6/30/25	\$0.00	\$5,949.00	\$5,949.00	\$0.00	\$0.00	\$5,949.00	\$0.00	\$5,949.00	100.00%
400.1200.312.611.025	IDEA 611- Pupil Ser. 6/30/25	\$0.00	\$67,025.00	\$67,025.00	\$103.90	\$4,046.05	\$62,978.95	\$0.00	\$62,978.95	93.96%
400.1200.312.619.025	IDEA 619- Pupil Ser. 6/30/25	\$0.00	\$3,615.00	\$3,615.00	\$3,524.30	\$3,615.00	\$0.00	\$0.00	\$0.00	0.00%
400.1200.616.611.025	IDEA 611- Supplies, Tech, Inst. 6/30/25	\$0.00	\$3,499.00	\$3,499.00	\$0.00	\$736.72	\$2,762.28	\$0.00	\$2,762.28	78.94%
	Func: Special Education - 1200	\$0.00	\$130,088.00	\$130,088.00	\$3,628.20	\$8,397.77	\$121,690.23	\$0.00	\$121,690.23	93.54%
400.1208.111.001.120	IDEA 611- Salaries SPED CERTIFIED 6/30/2024	\$9,615.32	\$0.00	\$9,615.32	\$369.82	\$1,479.28	\$8,136.04	\$8,136.03	\$0.01	0.00%
	Func: - 1208	\$9,615.32	\$0.00	\$9,615.32	\$369.82	\$1,479.28	\$8,136.04	\$8,136.03	\$0.01	0.00%
400.1209.112.005.120	IDEA 611 Pupil Serv- PT 6/30/2024	\$2,476.81	\$0.00	\$2,476.81	\$0.00	\$2,476.81	\$0.00	\$0.00	\$0.00	0.00%
400.1209.112.006.120	IDEA 611 Pupil Serv- BCBA costs 6/30/2024	\$4,379.00	\$0.00	\$4,379.00	\$0.00	\$0.00	\$4,379.00	\$0.00	\$4,379.00	100.00%
400.1209.112.007.120	IDEA 611- Contracted Speech & Lang Costs 6/30/2024	\$4,555.00	\$0.00	\$4,555.00	\$0.00	\$0.00	\$4,555.00	\$0.00	\$4,555.00	100.00%
400.1209.112.009.120	IDEA 611- Multisens literacy, math suppl 6/30/2024	\$3,359.06	\$0.00	\$3,359.06	\$0.00	\$305.72	\$3,053.34	\$120.69	\$2,932.65	87.31%
	Func: - 1209	\$14,769.87	\$0.00	\$14,769.87	\$0.00	\$2,782.53	\$11,987.34	\$120.69	\$11,866.65	80.34%
	Fund: IDEA - 400	\$24,385.19	\$130,088.00	\$154,473.19	\$3,998.02	\$12,659.58	\$141,813.61	\$8,256.72	\$133,556.89	86.46%
410.1201.001.103.120	REAP Grant 1/30/2025 #358A220641	\$44,310.00	\$0.00	\$44,310.00	\$0.00	\$15,994.56	\$28,315.44	\$0.00	\$28,315.44	63.90%
	Func: - 1201	\$44,310.00	\$0.00	\$44,310.00	\$0.00	\$15,994.56	\$28,315.44	\$0.00	\$28,315.44	63.90%
410.2210.325.000.026	REAP- #S358A230645 1/30/26	\$0.00	\$48,277.00	\$48,277.00	\$0.00	\$0.00	\$48,277.00	\$0.00	\$48,277.00	100.00%
	Func: Improvement of Instruction - 2210	\$0.00	\$48,277.00	\$48,277.00	\$0.00	\$0.00	\$48,277.00	\$0.00	\$48,277.00	100.00%
	Fund: REAP Grant - 410	\$44,310.00	\$48,277.00	\$92,587.00	\$0.00	\$15,994.56	\$76,592.44	\$0.00	\$76,592.44	82.72%
414.1201.001.100.120	Esser II Bonus Tutor SALARIES expires 6/30/2023	\$7,991.59	\$0.00	\$7,991.59	\$1,096.45	\$7,991.59	\$0.00	\$0.00	\$0.00	0.00%
	Func: - 1201	\$7,991.59	\$0.00	\$7,991.59	\$1,096.45	\$7,991.59	\$0.00	\$0.00	\$0.00	0.00%
	Fund: Esser II Bonus - 414	\$7,991.59	\$0.00	\$7,991.59	\$1,096.45	\$7,991.59	\$0.00	\$0.00	\$0.00	0.00%
415.1201.002.105.120	ARP ESSER 9/30/2024 Tutor Salaries	\$52,505.69	\$0.00	\$52,505.69	\$256.62	\$476.58	\$52,029.11	\$0.00	\$52,029.11	99.09%
	Func: - 1201	\$52,505.69	\$0.00	\$52,505.69	\$256.62	\$476.58	\$52,029.11	\$0.00	\$52,029.11	99.09%
	Fund: Esser Fund - 415	\$52,505.69	\$0.00	\$52,505.69	\$256.62	\$476.58	\$52,029.11	\$0.00	\$52,029.11	99.09%
418.1201.001.105.120	CT SEDS Instr. Salary 9/30/23	\$100.00	\$0.00	\$100.00	\$0.00	\$100.00	\$0.00	\$0.00	\$0.00	0.00%
418.1201.001.106.120	CT SEDS Emp. Training 9/30/23	\$300.00	\$0.00	\$300.00	\$0.00	\$300.00	\$0.00	\$0.00	\$0.00	0.00%
418.1201.001.107.120	CT SEDS Tech Hardware 9/30/23	\$682.15	\$0.00	\$682.15	\$615.75	\$615.75	\$66.40	\$0.00	\$66.40	9.73%
	Func: - 1201	\$1,082.15	\$0.00	\$1,082.15	\$615.75	\$1,015.75	\$66.40	\$0.00	\$66.40	6.14%
	Fund: CT SEDS Stipend - 418	\$1,082.15	\$0.00	\$1,082.15	\$615.75	\$1,015.75	\$66.40	\$0.00	\$66.40	6.14%
419.1200.112.000.000	Behavioral Health Grant- Payroll 1/1/24	\$147,695.00	(\$14,658.08)	\$133,036.92	\$29,975.35	\$83,278.28	\$49,758.64	\$51,623.64	(\$1,865.00)	-1.40%

Town of New Hartford Board of Education

GENERAL FUND EXPENDITURE RUN

From Date: 10/1/2023

To Date: 10/31/2023

Fiscal Year: 2023-2024

☐ 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
419.1200.312.000.000	Behavioral Health- Non-Payroll 1/1/24	\$13,500.00	\$14,000.00	\$27,500.00	\$5,546.25	\$5,546.25	\$21,953.75	\$0.00	\$21,953.75	79.83%
419.1200.313.000.000	Behavioral Health- Purch. & Tech. Serv. 1/1/24	\$6,000.00	\$658.08	\$6,658.08	\$0.00	\$6,658.08	\$0.00	\$0.00	\$0.00	0.00%
419.1200.324.000.000	Behavioral Health- In Service 1/1/24	\$3,100.00	\$0.00	\$3,100.00	\$0.00	\$2,046.37	\$1,053.63	\$0.00	\$1,053.63	33.99%
	Func: Special Education - 1200	\$170,295.00	\$0.00	\$170,295.00	\$35,521.60	\$97,528.98	\$72,766.02	\$51,623.64	\$21,142.38	12.42%
	Fund: Behavior Health Grant - 419	\$170,295.00	\$0.00	\$170,295.00	\$35,521.60	\$97,528.98	\$72,766.02	\$51,623.64	\$21,142.38	12.42%
421.1200.312.000.026	ARPA- School Mental Health Spec. 6/30/26	\$60,000.00	\$0.00	\$60,000.00	\$2,404.50	\$3,965.50	\$56,034.50	\$0.00	\$56,034.50	93.39%
	Func: Special Education - 1200	\$60,000.00	\$0.00	\$60,000.00	\$2,404.50	\$3,965.50	\$56,034.50	\$0.00	\$56,034.50	93.39%
	Fund: ARPA - 421	\$60,000.00	\$0.00	\$60,000.00	\$2,404.50	\$3,965.50	\$56,034.50	\$0.00	\$56,034.50	93.39%
441.1000.112.000.000	Title I-A- Salaries 6/30/24	\$18,906.00	\$0.00	\$18,906.00	\$0.00	\$0.00	\$18,906.00	\$0.00	\$18,906.00	100.00%
	Func: Regular Education - 1000	\$18,906.00	\$0.00	\$18,906.00	\$0.00	\$0.00	\$18,906.00	\$0.00	\$18,906.00	100.00%
441.2210.617.000.000	Title I-A- Supplies 6/30/24	\$295.00	\$0.00	\$295.00	\$0.00	\$0.00	\$295.00	\$0.00	\$295.00	100.00%
	Func: Improvement of Instruction - 2210	\$295.00	\$0.00	\$295.00	\$0.00	\$0.00	\$295.00	\$0.00	\$295.00	100.00%
	Fund: Title I Part A - 441	\$19,201.00	\$0.00	\$19,201.00	\$0.00	\$0.00	\$19,201.00	\$0.00	\$19,201.00	100.00%
442.2210.590.000.000	Title II-A- Purchased Services 6/30/24	\$7,246.00	\$0.00	\$7,246.00	\$0.00	\$0.00	\$7,246.00	\$0.00	\$7,246.00	100.00%
442.2210.617.000.000	Title II-A- Supplies 6/30/24	\$250.00	\$0.00	\$250.00	\$0.00	\$0.00	\$250.00	\$0.00	\$250.00	100.00%
	Func: Improvement of Instruction - 2210	\$7,496.00	\$0.00	\$7,496.00	\$0.00	\$0.00	\$7,496.00	\$0.00	\$7,496.00	100.00%
	Fund: Title II Part A - 442	\$7,496.00	\$0.00	\$7,496.00	\$0.00	\$0.00	\$7,496.00	\$0.00	\$7,496.00	100.00%
444.1004.300.010.144	Title IV Part A Goodwin Tech 6/30/24	\$6,000.00	\$0.00	\$6,000.00	\$0.00	\$0.00	\$6,000.00	\$0.00	\$6,000.00	100.00%
	Func: - 1004	\$6,000.00	\$0.00	\$6,000.00	\$0.00	\$0.00	\$6,000.00	\$0.00	\$6,000.00	100.00%
	Fund: TITLE IV - 444	\$6,000.00	\$0.00	\$6,000.00	\$0.00	\$0.00	\$6,000.00	\$0.00	\$6,000.00	100.00%
600.9000.001.401.199	RETIREMENT 1%	\$0.00	\$0.00	\$0.00	\$16,335.15	\$0.00	\$0.00	\$0.00	\$0.00	0.00%
600.9000.015.504.199	PHOENIX MUTUAL	\$0.00	\$0.00	\$0.00	(\$261.06)	(\$261.06)	\$261.06	\$0.00	\$261.06	0.00%
600.9000.021.501.199	ADM-HOSP.	\$0.00	\$0.00	\$0.00	(\$15,884.42)	(\$15,884.42)	\$15,884.42	\$0.00	\$15,884.42	0.00%
600.9000.026.502.199	DENTAL	\$0.00	\$0.00	\$0.00	(\$859.14)	(\$859.14)	\$859.14	\$0.00	\$859.14	0.00%
	Func: - 9000	\$0.00	\$0.00	\$0.00	(\$669.47)	(\$17,004.62)	\$17,004.62	\$0.00	\$17,004.62	0.00%
	Fund: Payroll Deductions - 600	\$0.00	\$0.00	\$0.00	(\$669.47)	(\$17,004.62)	\$17,004.62	\$0.00	\$17,004.62	0.00%
Grand Total:		\$9,811,401.69	\$238,052.79	\$10,049,454.48	\$373,391.52	\$2,052,557.33	\$7,996,897.15	\$4,692,678.82	\$3,304,218.33	32.88%

End of Report

CHILDREN OF MILITARILY DEPLOYED PARENTS/GUARDIANS

(Background Information for Policy Sub-Committee)

Children and spouses of military personnel deployed to U.S. military destinations face challenges as family relationships are impacted. There are a number of military-connected students in Connecticut affected by the mobility, family separation, and transition as a result of the deployment of a parent/guardian.

Deployment can be a difficult time, for both the adults being deployed and the families they leave behind. Children face a host of special issues when one or both of their parents/guardians are deployed. Children going through deployment may experience many of the same effects as children of divorce. They worry about what will happen to them. They worry that the non-deployed parent will also leave. Who will take care of them? Children of members of the military often have very different experiences than other children. They move frequently. They may suffer from psychological issues due to their parent(s) deployments. The stress of physical and mental wounds suffered by military personnel during deployment greatly affects their children as well.

Educators play a special role in the lives of children during the deployment of a parent/guardian. When everything else may be unsettled, school can serve as an oasis of stability for these children. Due to the amount of time the children are in the school setting, teachers are often the first to notice behavioral or performance changes. Educators can serve as extra eyes and ears for the parent remaining at home or the child's guardian.

The Military Child Education Coalition (MCEC), a nonprofit, world-wide organization, focuses on ensuring quality educational opportunities for all military-connected children affected by mobility, family separation, and transition.

Policy Implications

This policy has been developed in order to help boards of education and their respective staffs with this critical issue. Policy #5118.21, "Children of Deployed Parents/Guardians," accompanied by an administrative regulation, containing sources of additional information, follows for your consideration and use. This is considered an optional policy for inclusion in a district's policy manual.

Students

Educational Opportunities for Military Children

Children of Deployed Parents/Guardians

Children of Deployed Parents/Guardians

The Board of Education (Board) recognizes that one of the most difficult situations a child can experience is having a parent/guardian deployed as a result of military service involvement. The demands on military members and their families are increasing and becoming more complex. Members of the armed forces and their families sacrifice personal comfort and experience tremendous upheaval when called to serve the country, here and abroad. Children are especially vulnerable when separated from parents/guardians due to deployments.

Deployment is the term given to the movement of an individual or military unit within the United States or to an overseas location to accomplish a task or mission. The mission may be as routine as providing additional training or as dangerous as war. Deployment consists of three phases; (1) pre-deployment, (2) deployment, and (3) post deployment, which includes reunion. Each phase has unique challenges requiring proper interventions. Individual responses of children impacted by deployment will depend on such factors as age, maturity, gender, parent-child relationships, and coping skills of the caregiver during the separation.

Note: Cross-referenced policy #5118.2 defines deployment as the period one month before the service members' departure from their home station on military orders through six months after return to their home station.

Schools can be a place where stability and normal routine provide an anchor for children during the challenges of deployment and the resulting disruptions to daily life. The impact of deployment that includes changes in a child's psychological equilibrium and disruption of individual behavior and coping skills can be lessened by the predictability of classroom routine. Alternatively, it is also recognized that the stresses resulting from family separation have the potential to affect the school community and may interfere with the ability of students and staff to focus on learning.

The Board believes the school district has an obligation to help build coping skills in their students during and after a military deployment. The Board's goal is to bring needed support and understanding to the process while maintaining an optimal learning environment in the classroom and school.

Through a unified effort, military families and the school district can provide the best educational environment for military children in grades K-12. The District will provide military families supports to address the unique challenges that occur when families transition from one duty station to another or during deployments during the course of a military career.

Students

Educational Opportunities for Military Children

Children of Deployed Parents/Guardians (continued)

The Board believes a school's focus must be on enhancing student learning opportunities, student achievement, and educator professional development to effectively address the unique challenges related to children of military parents/guardians, especially during a period of deployment.

Students in military families often experience high mobility and have diverse educational experiences from many locations in this country and around the world. The district must recognize the strengths these experiences bring to the learning environment as well as to identify the gaps that may exist due to inconsistencies across educational programs. These unique needs of military children need to be assessed and addressed. Staff development must be provided to staff to become knowledgeable in a variety of ways to identify military children struggling with their parent's/guardian's absence and with suggestions on how to help them in the classroom.

The District's responsibilities to students of deployed parents/guardians include the following:

- Training for school staff members
- Concerted effort on the school's part to initiate and maintain open and frequent communication with the caregiver with the parents/guardians prior to deployment and with the remaining caregiver after a deployment.
- Ensure that parents and, if appropriate, the children, are aware of services available to assist them.
- Ensure that community leaders and others are aware of the need to provide support and resources for the children and their families.
- Referral to District mental health personnel (counselors, nurses, social workers, psychologists, crisis intervention team members) for intensive individualized assessment and therapy as necessary based upon student's reaction to the deployment.
- Student intervention strategies in the classroom.
- Teacher supportive intervention strategies in the classroom.
- Establishment of the school setting as a safe and caring place in which the children of the deployed are nurtured and provided necessary support.
- Alterations to District's attendance regulations

Students

Educational Opportunities for Military Children

Children of Deployed Parents/Guardians (continued)

Considerations for excused absences:

- A one day absence provided for students when their parent/guardian is deployed into active military service.
- A one day absence provided for students when their parent/guardian returns from active military service or deployment.
- A student whose parent or legal guardian has been called to duty for, is on leave from, or immediately returned from deployment to a combat zone or combat support posting shall be granted additional excused absences at the discretion of the Superintendent or his/her designee.
- Absences related to a student visiting with his/her parent related to leave or deployment activities may be excused by the District. ~~The district will permit no more than ____ excused absences per year for this purpose.~~ **Excused absences will be determined on a case-by-case basis.**
- Utilize Veteran's Day or other days in which veterans are honored, to remind students of the sacrifices that the families of veterans and their families make, as well as the effect on active service members.

Through supportive interventions, delayed or prolonged stress responses can be minimized and learning can resume in a positive and productive manner for students of deployed parents/guardians.

(cf. 5113 – Attendance and Excuses)

(cf. 5118.2 – Educational Opportunities for Military Children)

Legal Reference: Connecticut General Statutes
 10-15f Interstate Compact on Educational Opportunity for Military Children
 10-221 Boards of education to prescribe rules, policies and procedures.

Policy adopted:

cps 4/12
rev 7/23

An administrative regulation for your consideration.

Students

Educational Opportunities for Military Children

Children of Deployed Parents/Guardians

Students are often highly mobile and have diverse educational experiences from many different locations in this country and around the world. It is important to recognize the strengths these experiences bring as well as identify the gaps that may exist due to inconsistencies across educational programs. Deployments of a parent causes stress due to the change for both the service member and the family left behind. The purpose of these administrative regulations is to assist all staff in understanding that schools can be a place where stability and normal routine can provide an anchor for children during the challenges of deployment and the resulting disruptions to daily life, at home and at school.

Background Information

Children of military members can be from the active duty or reserve components. They can live on or near a large military base or they can come from geographically isolated commands. Students may have one or both parents in the military. The children may be sent to live with a relative or guardian in times of deployment. Children of military members may have experienced numerous deployments or may be experiencing the stresses of deployment for the first time.

Deployment is the name given to the movement of an individual or military unit within the United States or to an overseas location to accomplish a task or mission. The mission may be as routine as providing additional training or as dangerous as a war.

Deployments have three phases: pre-deployment, deployment, and post-deployment (which includes reunion). Each phase has unique challenges that require the proper interventions. Although the emotional impact of each phase of the deployment cycle has been carefully documented and studied, it is important to remember that no two students will react the same way. Individual responses depend on a variety of factors such as age, maturity, gender, parent-child relationships, and coping skills of the caregiver during separation.

Impact of Deployment

Deployments cause stress due to change for both the service member and the family that is left behind. Regardless of the length of the deployment, the family will have to redistribute family roles (e.g., finances, the maintenance of the house and car, and the care and discipline of children). Among young families, there is a strong tendency to return to the location of their families of origin. These moves are made to reduce costs and to add to the psychological and physical support needed to keep the family going.

Students

Educational Opportunities for Military Children

Children of Deployed Parents/Guardians

Impact of Deployment (continued)

Many factors influence family adaptation to deployment. Each individual in the family of a deployed service member must adjust to new roles and responsibilities in addition to the “loss” through separation of their loved one(s). All families benefit from assistance and support in one or more areas but disorganized families with multiple pre-existing problems and/or troubled family members tend to be at higher risk for poor adjustments during deployments and separations.

Most students and their families will be able to adjust to a “new normal” after the departure of a spouse or parent. However, some students who are fragile or who have had previous social or emotional problems may continue to have serious symptoms of stress and their ability to function in the school remains compromised.

Prompt referral for individualized assessment and intervention will be appropriate for students who, after six to eight weeks:

1. Have not been able to resume normal classroom assignments and activities
2. Continue to have high levels of emotional response such as continued crying and intense sadness
3. Continue to appear depressed, withdrawn and non-communicative
4. Continue to have difficulty concentrating in school
5. Express violent or depressed feelings in “dark” drawings or writings
6. Intentionally hurt or cut themselves or are at risk of hurting others
7. Gain or lose a significant amount of weight in a period of weeks
8. Discontinue taking care of their personal appearance
9. Exhibit a possible substance abuse problem

The primary difference between a normal and serious reaction is one of degree and duration of change rather than in kind. The withdrawn student who may go unnoticed in a classroom may also need a referral for evaluation. This student may, in fact, need more immediate intervention than the agitated child who is acting out. If any of the “normal” reactions to the stress of deployment persist over six weeks, after the majority of their classmates no longer show any symptoms of stress, then the parent needs to be notified and a referral made to appropriate school, community or military services.

Students

Educational Opportunities for Military Children

Children of Deployed Parents/Guardians (continued)

Intervention Strategies for Students

Educators play a critical role in the life of each student. They are a significant and valuable resource and support as the children affected by deployment learn to cope and also to grow during this time of change. Teachers and mental health professionals need to work collaboratively in planning activities to support students and to identify needs and concerns and provide interventions.

Referral to a School Counselor, Psychologist or Social Worker

If symptoms/reactions to separation persist over several weeks, parents should seek appropriate counseling for the child. A student may also initiate such request or be referred by a member of the school staff. Appropriate mental health referrals are recommended within the school resources. Support staff members may include the school nurse, school psychologist, school social worker, and crisis intervention team member.

Teacher Classroom Interventions

Focus on Students and The Classroom Learning Environment: Retain classroom routines and an emphasis on the importance of learning, always leaving room for tending to students' needs.

Provide Structure: Maintain a predictable, structured class schedule with specific rules and consequences to provide support and consistency for your students. When students are distressed about news from their parents or the circumstances of the deployment, find an appropriate time for students to share feelings, needs, and fears and have their feelings validated. It is important for students to believe that they are not alone emotionally and to be reassured that their school is a safe and caring place.

Maintain Objectivity: Respond to events in a calm and caring manner, answer questions in simple, direct terms while helping student's transition back to their normal studies and activities. Regardless of personal political beliefs, as a professional educator entrusted with vulnerable children who need nurturing and support, refraining from expressing possible negative opinions about their loved one's involvement in the military is a significant contribution to their emotional well-being.

Students

Educational Opportunities for Military Children

Children of Deployed Parents/Guardians (continued)

Teacher Classroom Interventions (continued)

Reinforce Safety and Security: After any classroom discussion of a deployment related event, end the discussion with a focus on the child's safety and the safety measures being taken on behalf of their loved one. In the event of a deployment due to crisis or war, protect students from unnecessary exposure to frightening situations and reminders. Limit adult-to-adult conversations about frightening details in front of your students.

Be Patient and Reduce Student Work Load as Needed: Expect some *temporary* slowdown or disruption in learning when a change affecting students occurs. Plan for shorter lessons and proceed at a slower pace when necessary.

Listen: Be approachable, attentive and sensitive to the unique needs of children coping with deployment and family separations. Let the child know that they can speak with you or with a school counselor, nurse, psychologist or social worker about their questions and concerns. Take time to discuss the deployment and provide factual information. It is important to reduce fear and prevent rumors from spreading. By allowing students to ask questions, they can gain information about the event which helps take away some of their confusion. Talk about events in terms they can understand. Limit scary or hurtful communication. Some children may express themselves inappropriately; however, it is important to recognize that this is also a way of coping with overwhelming feelings of fear, anxiety and confusion.

Be Sensitive to Language and Cultural Needs: It is difficult to express or interpret feelings when children and parents or caregivers speak a different primary language. Bilingual/bicultural personnel are most important in providing intervention services. Teachers and other school personnel must be aware of, knowledgeable about and sensitive to the values and beliefs of other cultures in order to assist students and their families appropriately.

Acknowledge and Validate Feelings: Help students develop a realistic understanding of deployment. Provide reassurance to students that the feelings of loss, anger, frustration or grief are normal responses to separation. Everyone reacts and adjusts to deployment and change at a different pace.

Reinforce Anger Management: Expect some angry outbursts from students. While recognizing that it is natural to feel hurt and angry when someone we care about has left, there are appropriate ways to express anger without hurting yourself or taking your anger out on others. Reinforce age-appropriate anger management and adjustment interventions to ensure a climate of nonviolence and acceptance. Make referral to the school counselor as appropriate.

Students

Educational Opportunities for Military Children

Children of Deployed Parents/Guardians (continued)

Resources

Marine Corps: <http://www.usmc-mccs.org/deploy/index.cfm?sid=ml&smid=1>

Air Force: <http://www.afcrossroads.com>

National Guard: <http://www.guardfamily.org>

National Guard Youth Site: <http://www.guardfamilyyouth.org/>

Reserves: <http://www.defenselink.mil/ra/> (click on family readiness)

Department of Defense Education Activity: <http://www.dodea.edu/instruction/crisis/> (*Crisis Management Tool Kit*)

Department of Defense Educational Opportunities: <http://www.militarystudent.org>

National Military Families Association: <http://www.nmfa.org>

Military Child Education Coalition: <http://www.militarychild.org/public/upload/files/Deployment.pdf>

National Children, Youth and Families at Risk Initiative: <http://www.cyfernet.org>

Acknowledgements

The information in this administrative regulation is based upon the “*Educator’s Guide to the Military Child During Deployment*.” This document is sponsored by the Educational Opportunities Directorate of the Department of Defense and is the result of collaboration between representatives from each branch of the United States Military as well as Marleen Wong, Co-Director of the School Intervention Unit, National Center for Child Traumatic Stress, UCLA and Duke University, and Director of Crisis Counseling and Intervention Services, Los Angeles Unified School District.

Material found in the appendices to this policy and administrative regulation are based upon the above cited publication and the “*Parent’s Guide to the Military Child During Deployment and Reunion*.” This document is sponsored by the Educational Opportunities Directorate of the Department of Defense and is the result of collaboration between representatives from each branch of the United States Military, Department of Education Office of Safe and Drug Free Schools, Los Angeles Unified School District Crisis Counseling and Intervention Unit and the National Center for Traumatic Stress.

Regulation approved:

cps 4/12

rev 7/23

Frequently Asked Questions

1. How Often Do Deployments Occur and How Many of My Students Will Be Affected?

Although it is impossible to predict the number of deployments that will occur during a time of war and terrorism, it is almost certain that one or more students from your school may be involved in a military deployment at any given time. Schools located in geographic areas where there are large military installations will be most affected.

2. How Do Military Deployments Affect a Class?

A deployment that affects one child may affect other classmates vicariously, much as experiences of individual family members will affect the rest of the family. Classroom climate and student behavior and performance may be affected. Interference in the ability of students to focus on learning can result. Administrators may need to set the standard for school climate. Thoughtful classroom discussions may be appropriate for older students during studies of current events but sensitivity and support are required for all students whose loved ones have been deployed.

3. How Do Students React to Deployment?

Emotional reactions vary in nature and severity from student to student. Previous experiences or lack of experience with deployment, temperament, personality and the student's assessment of danger to their family member determine the child's reactions. Nonetheless, some commonalities exist when lives are disrupted by sudden separations and dramatic family changes.

- **Loss of Stability:** Deployments interrupt the normal order and routine of daily life. Lack of stability is very threatening. Deployments can upset the equilibrium for extended periods of time. In the mind of the student, if this sudden change can occur, then it is possible that other unpredictable events might also transpire.
- **Loss of Control:** By their very nature, deployments represent events over which the child has no control. Lack of control over happenings that impact daily life can produce an overwhelming feeling in children.
- **Individual Reactions:** Children's immediate reaction to deployment often includes a fear for their own safety. They may be intensely worried about what will happen to them and their family members, to a degree that may be judged by adults as unreasonable. However, young children have difficulty putting the needs of others before their own. Children need repeated reassurance regarding their own safety and the outcome of the deployment as it relates to them and their daily lives.

Conversely, for a variety of reasons, some children may express relief that the family member has left the family unit. The deployment may put an end to preexisting family tension or dysfunction or it may represent the finality of an action that resolves the child's anxiety, fear and uncertainty about when the separation will occur.

3. How Do Students React to Deployment? (continued)

However shocked or dismayed adults may be by children's reactions, it provides an opportunity for children and adults to understand their respective thoughts and feelings and marks a beginning point to work toward a new adjustment in the family.

4. What Are Common Stress Reactions?

Acute reactions to separation generally appear within the first 24 to 48 hours. In the two weeks after the deployment, the reactions may change. Behaviors will vary depending upon the age and developmental maturity of the child. It is also important to note that it is possible for weeks or months to pass before a delayed reaction will become apparent and cause problems. (See Normal Reactions to Stress Appendix)

5. When Should a Referral to a School Counselor, Psychologist or Social Worker be Made?

If symptoms persist over a number of days or seem extreme, teachers, with the help of the school counselor, should contact the parent. The teacher should consult with the school site administrator and mental health support staff to ensure that the appropriate mental health referrals are recommended within the school or community. Support staff members may include the school nurse, school psychologist, school social worker and crisis intervention team member.

The duration and intensity of stress reactions vary greatly depending on the level of impact on the child and family. These emotional surges may pass more quickly with the support of loved ones, friends, social contacts and military affiliations. If the separation is extremely traumatic, the need for counseling is very normal and sometimes necessary for healing and adjustment to take place. Counseling does not indicate that a person is mentally ill. It shows that a person is strong enough to accept help with the goal of learning how to manage changes in a constructive way.

6. Why Must the Teacher Become Involved?

It is important to become involved for two reasons. First, studies have shown that the way in which an adult responds to individuals and groups after a crisis can significantly affect the outcome of the student's experience. Once the immediate physical and safety needs of the child are met, consideration must be given to the psychological needs of those affected. Through supportive interventions, delayed or prolonged stress responses can be minimized and learning can resume. Second, the process of effective intervening with individuals or groups of children can create a sense of class cohesiveness and help to re-establish the student's sense of security and belonging in class.

7. Can Deployment and the Adjustment Period After Deployment Affect Learning?

Deployment and the period after deployment affect learning by creating instability in the lives of individual students as well as the classroom. Stressed students have difficulty concentrating, learning new concepts and controlling emotional expression. Some students may become very quiet and withdrawn while other may become disruptive and overly active. Their academic functioning may be impaired. Studies have shown that prolonged stress alters brain chemistry and function, causing students to have difficulty with concentration, memory, behavior and control of emotions.

8. How Can My School Counselor, Nurse, Psychologist or Social Worker Help?

These school-based health and mental health professionals can help identify the problem and determine the degree of impact on students and on the school. They should be trained to assess the student's situation and provide supportive interventions that will assist in the student's adjustment.

School-based health and mental health professionals can determine if additional services may be needed from district, community or military sources and can make those referrals.

9. What Kinds of Training Would Be Beneficial for School Staff Members?

- *School site deployment awareness training*
- *Consultation with school liaisons from the military services*
- *Specialized assessment and intervention training for staff*
- *Resource mapping*
- *Referral follow-up*

Many of these services are available to schools through the Family Service Centers on near-by installations.

Source: "*Educators Guide to the Military Child During Deployment*"

Normal Reactions to Stress

Emotional reactions vary in nature and severity from person to person. Reactions to stress are determined by an individual's age, developmental level, previous experience, temperament, personality, and the immediacy of the stress-related changes in their daily lives. Possible reactions in children include:

- Feelings of anxiety, fear and worries about their own safety when the deployment of the family member occurs
- Worries about violence, harm, injury and death of deployed family member
- Common changes in behavior or exaggerated behavior
- War related play (young children)
- Fascination with war, death, and weapons (school-aged)
- Increased activity level
- Decreased concentration or attention
- Withdrawal
- Whininess, irritability or moodiness
- Angry outbursts
- Aggression
- Absenteeism or school phobia (in younger children)
- Accident prone
- Increased somatic complaints including headaches, stomachaches, or nausea
- Sleep or eating pattern changes
- Difficulty separating from the parent, or clinging to parent, caregiver or teacher
- Decline in school performance

Source: *"Parent's Guide to the Military Child During Deployment and Reunion"*

Family Adjustment

Feelings and Behaviors that Affect the Family's Adjustment to Parent Absence

Any combination of these FEELINGS	Could lead to any of these BEHAVIORS
PARENTS:	
Resentment Anger Guilt Frustration Anxiousness Sadness	• Arguing to establish distance to express anger • Military member withholds notice to deploy until last minute • Lack of adequate preparation due to denial • Emotional and physical withdrawal
PRESCHOOL CHILDREN:	
Confusion Surprise Guilt	• Clinging • Irritability • Sadness • Increase of attention-seeking behavior (positive and negative)
ELEMENTARY CHILDREN:	
Sadness Anger Separation anxiety Guilt May believe they caused parent's departure (even if discussed) Feels lonely before military member leaves	• Behavior problems • Regressive behaviors • Angry outbursts mixed with clinging
ADOLESCENT CHILDREN:	
Sadness Fear of parent's rejection Denial of feelings Anger	• Aloofness • Don't care attitude (arguing as defense against closeness or expression of anger) • Friends take on increased value

Source: *"Parent's Guide to the Military Child During Deployment and Reunion"*

Existing policy updated to reflect P.A. 23-137.

Instruction

Individualized Education Program/Special Education Program

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

In accordance with the regulations of the State Board of Education, each local and regional board of education shall: (1) Provide special education for school-age children requiring special education; (2) The obligation of the school district under this subsection shall terminate when such child is graduated from high school or at the end of the school year during which such child reaches age twenty-two, whichever occurs first.

Effective July 1, 2023, all students remain eligible for special education services under the Individuals with Disabilities Education Act (IDEA) through the end of the school year during which the students turns age 22, or until the student graduates from high school with a regular high school diploma, whichever occurs first. Pursuant to the Connecticut General Statutes §10-259, school year is defined as July 1 through June 30.

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

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

Planning and Placement Team or Individualized Education Program Team

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

- (i) the parents of a child with a disability
- (ii) not less than one regular education teacher of such child (if the child is, or may be, participating in the regular education environment);
- (iii) not less than one special education teacher, or where appropriate, not less than one special education provider of such child;
- (iv) a representative of the local educational agency who -

Instruction

Individualized Education Program/Special Education Program (IEP)

Planning and Placement Team or Individualized Education Program Team (continued)

- (I) is qualified to provide, or supervise the provision of, specially designed instruction to meet the unique needs of children with disabilities;
- (II) is knowledgeable about the general education curriculum; and
- (III) is knowledgeable about the availability of resources of the local educational agency;
- (v) an individual who can interpret the instructional implications of evaluation results, who may be a member of the team described in clauses (ii) through (vi);
- (vi) at the discretion of the parent of the agency, other individuals who have knowledge or special expertise regarding the child, including related services personnel as appropriate; and
- (vii) whenever appropriate, the child with a disability; and
- (viii) the school paraprofessional, if any, assigned to such child.

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

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

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

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

Instruction

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

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

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

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

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

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

- (1) An accurate statement of the child's present levels of educational performance based upon parental provider information, current classroom-based, local, state assessments and classroom-based observations, including -
 - (i) How the child's disability affects the child's involvement and progress in the general education curriculum; or
 - (ii) For preschool children, as appropriate, how the disability affects the child's participation in appropriate activities;
- (2) A statement of measurable annual academic and functional goals, related to -
 - (i) Meeting the child's needs that result from the child's disability to enable the child to be involved in and progress in the general education curriculum;

Instruction

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

- (ii) Meeting each of the child's other educational needs that result from the child's disability; and
 - (iii) Providing a meaningful opportunity for the child to meet challenging objectives.
- (3) A statement of the special education and related services and supplementary aids and services to be provided to the child, or on behalf of the child and a statement of the program modifications or supports for school personnel that will be provided for the child –
 - (i) To advance appropriately toward attaining the annual goals;
 - (ii) To be involved and progress in the general curriculum in accordance with paragraph (a)(1) of this section and to participate in extracurricular and other nonacademic activities; and
 - (iii) To be educated and participate with other children with disabilities and non-disabled children in the activities described in this paragraph.
- (4) A school must offer an IEP that is “reasonably calculated to enable a child to make progress appropriate in light of the child's circumstances.” The child's educational program must be appropriately ambitious in light of his/her circumstances and every child should have the chance to meet challenging objectives. The IEP Team, in determining whether an IEP is reasonably calculated to enable a child to make progress should consider the child's:
 - Previous rate or academic growth,
 - Progress towards achieving or exceeding grade-level proficiency,
 - Behaviors, if any, interfering with the child's progress, and
 - Parent's input and any additional information provided by such parents.

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

- (5) An explanation of the extent, if any, to which the child will not participate with non-disabled children in the regular class and in the activities described in paragraph (a) (3) of this section;
- (6) A statement of any individual modifications in the administration of State or district-wide assessments of student achievement that are needed in order for the child to participate in the assessment; and

Instruction

Individualized Education Program/Special Education Program (continued)

- (7) The projected date for the beginning of the services and modifications described in paragraph (a)(3) of this section, and the anticipated frequency, location, and duration of those services and modifications; and
 - (8) A statement of
 - (i) How the child's progress toward the annual goals described in paragraph (a)(2) of this section will be measured; and
 - (ii) How the child's parents will be regularly informed (through such means as periodic report cards), at least as often as parents are informed of their non-disabled children's progress, of
 - (A) Their child's progress toward the annual goals; and
 - (B) The extent to which that progress is sufficient to enable the child to achieve the goals by the end of the year
 - (9) Reevaluation of a student's progress may not occur more than once a year unless agreed to by the parents and the District. Reevaluation must occur at least once every three years unless the parent and District agree that it is unnecessary.
- (b) ***Transition services.***
- (1) The IEP must include
 - (i) For each student beginning not later than the first IEP to be in effect when the child is fourteen and younger if the PPT determines it appropriate, and updated annually, thereafter, appropriate measurable postsecondary goals based upon age appropriate transition assessments related to training, education, employment, and, where appropriate, independent living skills; and the transition services, including courses of study, needed to assist the student in reaching those goals.
 - (ii) For a student no longer eligible for services due to graduation from high school with a regular diploma or for a student who exceeds the age of eligibility under State law, a summary of the student's academic achievement and functional performance including recommendations on how to assist the student in meeting his/her postsecondary goals.
 - (2) If the IEP team determines that services are not needed in one or more of the areas specified in §300.27(c)(1) through (c)(4), the IEP must include a statement to that effect and the basis upon which the determination was made.

Instruction

Individualized Education Program/Special Education Program (continued)

- (c) ***Transfer of rights.*** Beginning not later than one year before a student reaches the age of majority under State law, the student's IEP must include a statement that the student has been informed of his or her rights under this title if any, that will transfer to the student on reaching the age of majority, consistent with §615(m).
- (d) ***Students with disabilities convicted as adults and incarcerated in adult prisons.*** Special rules concerning the content of IEP's for students with disabilities convicted as adults and incarcerated in adult prisons are contained §612(a)(5)A.

Students with Disabilities Identified as Deaf or Hearing Impaired

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

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

Transfers

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

Instruction

Individualized Education Program/Special Education Program (continued)

Independent Educational Assessment

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

Legal Reference: Connecticut General Statutes
10-76a Definitions (as amended by PA 06-18)
10-76b State supervision of special education programs and services.
Regulations (as amended by PA 12-173)
10-76d Duties and powers of Boards of Education to provide special
education programs and services. (as amended by PA 19-49, PA 21-46 and
PA 21-144 and PA 23-137)
10-76ff Procedures for determining if a child requires special education (as
amended by PA 06-18)
10-76g State aid for special education.
10-76h Special education hearing and review procedure.
10-76jj Language and communication plan as part of individualized
education program for child identified as deaf or hard of hearing (as
amended by PA 19-184)
10-76q Special education at technical education and career schools (as
amended by PA 21-144).
PA 06-18 An Act Concerning Special Education
State Board of Education Regulations
34 C.F.R. 300 et seq. Assistance to States for Education of Handicapped
Children.
300.14 Special education definitions.
300.340-349 Individualized education programs.
300.503 Independent educational assessment.
300.533 Placement procedures.
300.550-556 Least restrictive environment.
P.L. 108-446 The Individuals with Disabilities Education Improvement Act
of 2004
PA 23-137 An Act Concerning Resources and Support for Persons with an
Intellectual or Developmental Disability.

Policy adopted: June 3, 2008
Policy revised: February 5, 2013
Policy revised: May 19, 2020
Policy revised: February 1, 2022
Policy revised:

NEW HARTFORD PUBLIC SCHOOLS
New Hartford, Connecticut

No change.

Instruction

Guidelines for Independent Educational Evaluations (IEE)

Introduction

The New Hartford Board of Education “Board” employs or contracts with certified staff such as psychologists, special education teachers, school social workers, occupational therapists, physical therapists, and speech and language pathologists for the purpose of evaluating students with special education needs. When the Planning and Placement Team “PPT” recommends evaluations for the purpose of determining a student’s possible eligibility for special education, or for the purpose of determining their continued eligibility for special education, or for any other purpose, the Board will select the evaluators to conduct the evaluations as recommended by the PPT.

According to state and federal special education laws, parents/guardians have the right to an independent educational evaluation “IEE” of their child at public expense if they disagree with an evaluation of the child conducted by the Board. The Board has established the following procedure for obtaining an IEE and criteria for the selection of an appropriate evaluator. In accordance with applicable law, these criteria also apply to outside evaluations performed by an outside evaluator selected by and/or at the request of the Board.

Definitions

An **Independent Educational Evaluation** IEE is an evaluation conducted by a qualified examiner who is not employed by the Board, which is the public agency responsible for the education of the child.

An **evaluation** means the formal testing and/or assessment procedures used to determine whether a child has a disability and the nature and extent of the special education and related services the child needs.

Public expense means the Board either pays for the full cost of the evaluation or ensures the evaluation is otherwise provided at no cost to the parents/guardians.

Procedure

An evaluation that the PPT recommends be conducted by an outside evaluator follows the same process as is in place for evaluations that are administered by Board staff. The parent’s consent is required both for evaluations conducted by Board staff and for those administered by outside evaluators recommended by the PPT.

The Board encourages parents to make requests for an IEE at public expense at a PPT meeting so that the PPT can discuss the request and the parents’ concerns.

Instruction

Guidelines for Independent Educational Evaluations (IEE)

Procedure (continued)

If a parent is entitled an IEE at public expense because he or she disagrees with an evaluation obtained by the Board, upon receipt of such a request for an IEE at public expense, the Board will **either**: (a) initiate a due process hearing to show that the evaluation of the child conducted by the district is appropriate; **or** (b) provide an IEE at public expense unless the Board demonstrates through a due process hearing that the evaluation obtained by the parent did not meet the Board's criteria. If the Board requests a hearing and the final decision is that the Board's evaluation of the child is appropriate, the parent/guardian still has the right to an IEE, but not at public expense.

Parents will be expected to contact the evaluator they have selected to conduct the IEE in a timely manner to schedule any necessary appointments.

The Board may ask the parent to explain the reason for the request for an IEE at public expense and why he or she objects to the Board's evaluation in order to obtain more information upon which to make a decision whether to grant or deny the request, or in order to focus the evaluation request on the area of disagreement. However, the parent will not be required to provide an explanation.

If the Board decides to provide an IEE at public expense, the Board will provide names, addresses, and phone numbers of possible IEE evaluators who meet the Board's following criteria for the particular type of evaluation at issue. Although the parent or guardian is not required to select one of those proposed evaluators, whomever the parent ultimately chooses - and their evaluations - must meet all of the following criteria, or the Board shall not be responsible for the cost of such evaluation.

Minimum Credentials for Evaluators

The evaluators selected by a parent or guardian must satisfy **all** of the following criteria that is set forth in the relevant area of expertise. In addition, any and all independent evaluators selected by a parent or guardian must:

- Have experience and the necessary knowledge to administer the most recent iterations or editions of the applicable and relevant testing protocols.
- Have training and experience in evaluating students for purposes of making **education-related** recommendations.

Instruction

Guidelines for Independent Educational Evaluations (IEE) (continued)

Psychological Evaluation

1. Hold a valid Connecticut Department of Health license as a psychologist and have earned and been awarded a Doctor of Philosophy ["Ph.D."] or Doctor of Psychology ["Psy.D."] in Psychology, School Psychology, Neuropsychology, Counseling Psychology or Clinical Psychology from an accredited university; **or** hold an appropriate and valid certificate in school psychology from the Connecticut State Department of Education.
2. Have training and experience in evaluating students of the same age level as the student being evaluated.
3. Have a clinical background, advanced training, and recent experience in the areas of disability being evaluated.

Neuropsychological Evaluation

A professional who uses the title Neuropsychologist must have adequate specialty level training as this is not a legally required title or practice area. Thus, the Board requires that the evaluator:

1. Has earned and been awarded a Doctor of Philosophy ["Ph.D."], Doctor of Education ["Ed.D."] or Doctor of Psychology ["Psy.D."] in Psychology, School Psychology, Neuropsychology, Counseling Psychology or Clinical Psychology from an accredited university.
2. Holds a valid Connecticut Department of Public Health license as a psychologist.

Psychiatric Evaluation

1. Hold a medical degree ["M.D."] from an accredited university.
2. Have clinical training in child and adolescent psychiatry.
3. Hold in good standing a valid license by the State of Connecticut Department of Public Health.
4. Be board certified by the American Board of Psychiatry and Neurology in the specialty area of Child and Adolescent Psychiatry.

Medical Evaluation

1. Holds a medical degree ["M.D."] from an accredited university.
2. Have clinical training in the field of specialty required for evaluation or pediatrics, as applicable.

Instruction

Guidelines for Independent Educational Evaluations (IEE)

Medical Evaluation (continued)

3. Hold a valid license issued by the State of Connecticut Department of Public Health in good standing.
4. Be board certified by the appropriate agency in pediatrics or the appropriate field of specialty in which the evaluation is sought.

Occupational Therapy Evaluation

1. Possess at the minimum a bachelor's degree from an accredited university and have graduated from an educational program accredited by the American Occupational Therapy Association.
2. Hold in good standing a valid license issued by the State of Connecticut Department of Health.
3. Have a clinical experience in evaluating and treating children and/or adolescents in the area of disability under evaluation.

Physical Therapy Evaluation

1. Have graduated from a school of physical therapy approved by the Board of Examiners for Physical Therapists.
2. Hold a valid license issued by the State of Connecticut Department of Public Health in good standing.
3. Have clinical experience in evaluating and treating children and/or adolescents in the area of disability under evaluation.

Speech and Language Evaluation

1. Possess at a minimum a master's degree and appropriate specialist level training in speech and language pathology from a program accredited by the American Speech-Language Hearing Association.
2. Hold in good standing a valid license issued by the State of Connecticut Department of Health or a valid certificate as speech and language pathologist from the Connecticut State Department of Education.
3. Have clinical pediatric experience in evaluating and treating children and/or adolescents in the area of disability under evaluation.

Instruction

Guidelines for Independent Educational Evaluations (IEE) (continued)

Educational/Achievement Evaluation

For individuals conducting academic achievement testing, the individual must either:

1. Fulfill the following requirements:
 - a. Possess a degree from an accredited university and appropriate specialist level degree in special education from an accredited university; and
 - b. Hold a minimum of Provisional Educator Certificate in special education from the State of Connecticut State Department of Education; and
 - c. Have experience in teaching and evaluating students in the area of suspected disability.
- or**
2. Fulfill the requirements for a psychologist or neuropsychologist, above

Functional Behavioral Assessment

Possess at the minimum, the requirements set forth above for the Psychological or Neuropsychological Evaluators;

or

Hold current certification in good standing as a Board Certified Behavior Analyst ["BCBA"], including possessing at a minimum a master's degree in Applied Behavior Analysis ["ABA"] from an accredited university.

Cost Requirement

Evaluators must charge fees for evaluation services which, in judgment of the school district, are reasonable and customary for such evaluations. Evaluators will be asked to provide an estimate of evaluation costs and if necessary, to conform them to the expectations of the school Board and fees that are reasonable and customary in the community. Refusal to comply will disqualify the evaluator. In the event that the Board is providing reimbursement to a parent for an evaluation already conducted, the Board shall not be responsible for reimbursement of any costs in excess of a reasonable fee for the service provided. The rates set forth on the attached schedule are based upon the reasonable customary professional rate in the community and will be reviewed on an annual basis.

Instruction

Guidelines for Independent Educational Evaluations (IEE) (continued)

Evaluation Content Requirement

Evaluators must restrict their evaluations to their specific area of expertise and may not opine on matters outside of their specific area of expertise. Evaluators must administer evaluations within acceptable guidelines of practice for the area of evaluation and follow all guidelines pursuant to the individuals with Disabilities Education Improvement Act of 2004, 20 U.S.C. §§1400 *et. seq.* ["IDEA"] and Connecticut law, specifically Conn. Gen. Stat. §§10-76a, *et. seq.*, including but not limited to the use of a variety of assessment tools and strategies, administered in compliance with the test protocols issued by the manufacturer for each standardized assessment tool, the use of technically sound instruments, the use of instruments not selected so as to be discriminatory on racial or cultural basis; the use of assessment tools administered in the child's native language or other mode of communication and in the form most likely to yield accurate information; the use of instruments used for the purpose for which the assessments or measures are valid and reliable, the use of instruments tailored to address specific areas of educational need; and the use of instruments selected so as to ensure that for a child with impaired sensory, manual, or speaking skills, the assessment results accurately reflect the child's aptitude or achievement level or other factors the test attempts or purports to measure, and not the child's impairment (unless those are the factors the test attempts to measure).

The evaluator shall make recommendations that address educational interventions and strategies that will assist the student to achieve appropriate educational progress. It is not the role of nor appropriate for the evaluator to make recommendations concerning the educational placement of the child as such decisions can only be made by the PPT. Therefore, the evaluator shall **not** make recommendations regarding the students placement.

Availability and Consultation Requirement

The utility of an evaluation and its relevancy are greatly increased when the evaluator takes the time to familiarize him or herself with the child in the school setting, and is available to consult with staff. Therefore, evaluators **must** be willing to observe the student in the school setting to the extent needed for the evaluation, and **must** consult with school staff to discuss the child's needs and progress in the educational setting.

The evaluator **must** be permitted to communicate directly with the Board staff, and to obtain information from and share information with the school. The evaluator must obtain and consider school information and observations of the child in the school setting in the evaluation process and the written report. In the event of questions concerning the evaluator's written report or evaluation/test results, the evaluator **must** make himself or herself available to Board staff to respond to questions, including questions concerning the standardized administration of test instruments.

Instruction

Guidelines for Independent Educational Evaluations (IEE)

Availability and Consultation Requirement (continued)

The Board has no financial responsibility for any post-evaluation meetings the evaluator may choose to have with a parent or guardian except as otherwise noted below.

The Board has no obligation to invite the evaluator to any PPT meetings, including the meeting at which his or her evaluations is to be considered so long as the Board has someone on its staff or under retainer who in the Board's judgment is qualified to interpret and explain the evaluation to the PPT. The parent or guardian has the right to invite the evaluator to any PPT meeting, but the parent or guardian will be responsible for arranging the evaluator's attendance and for the cost of his or her attendance.

Notwithstanding the foregoing, should the PPT request an evaluator's attendance at a PPT meeting, the evaluator must be available and willing to attend the PPT meeting to review the results of his or her evaluation and to discuss educational implications of the evaluation.

Timely Written Report Requirement

As noted, above in the "Minimum Credentials for Evaluators" section, the evaluator must be able to evaluate the student within a reasonable period of time after the Board secures parental consent for the evaluation, and must be able to provide a timely written report of the evaluation, in most cases no more than 60 calendar days from the date the evaluation is initiated, subject to any contractual arrangement with the Board or unusual circumstances which justify an extension of this timeline. The written report, which must include assessment results, including the results of teacher and parent checklists and surveys, must be provided to the Board before the Board will fund the evaluation, and it must be provided to the Board concurrently with its provision to the parent or guardian.

Location Requirement

Evaluators who will be considered for approval must be located within Connecticut and within seventy-five (75) miles of New Hartford. Evaluators outside of this geographic area will be approved only on an exceptional basis, provided that the parent can demonstrate the necessity of using personnel outside of this geographic area. The district shall not be responsible for providing transportation, nor pay any travel expenses to and from the location of the evaluator. In the case of low incidence or severe disabilities where qualified evaluators may not exist in the geographic area, this requirement may be reconsidered by the district.

Additional Information

If the district has not conducted an evaluation of a child or an evaluation or reevaluation is pending, the parent does not have a right to an independent evaluation at public expense, because there is no evaluation with which the parent could disagree. A parent/guardian may request only one independent evaluation at public expense for each evaluation conducted by the district.

Instruction

Guidelines for Independent Educational Evaluations (IEE) (continued)

Outside Evaluations That Are Not IEEs

Evaluations and/or assessments obtained by parents/guardians that do not meet the criteria for an IEE are considered outside evaluations for which parents/guardians are not entitled to reimbursement or payment from a public school district. Nonetheless, if a parent/guardian decides to unilaterally obtain an outside evaluation and to share the results of such evaluation with the district, the school district will consider the evaluation at an Individualized Education Program “IEP” meeting, as appropriate.

Please contact the Director of Special Education Services with any questions regarding the criteria for independent educational evaluations.

Evaluators Meeting Criteria

A list of evaluators meeting the Board’s criteria will be provided upon request.

Fee Schedule of Independent Educational Evaluations

General Cost Guidelines are as follows:

Psychological/Psycho-Educational Evaluations	\$2,000 - \$3,250
Neuropsychological Evaluation	\$2,000 - \$3,000
Psychiatric Evaluation	\$2,000 - \$3,000
Medical Evaluation	\$1,000 - \$1,500
Educational Evaluation	\$1,000 - \$1,500
Occupational/Physical Evaluation	\$1,000 - \$1,500
Speech and Language Evaluation	\$2,000 - \$2,500

Existing policy updated to reflect P.A. 23-167.

New Construction

Indoor Air Quality

The Board of Education recognizes that the maintenance of acceptable temperature, relative humidity and adequate fresh air ventilation in school buildings is a primary objective in the creation and maintenance of an optimal learning environment.

Indoor Air Quality in Existing Facilities

The Superintendent or his/her designee shall implement an indoor air quality program that provides for ongoing maintenance and facility reviews, in accordance with all applicable state statutes, necessary for the maintenance and improvement of the indoor air quality of all District facilities.

The District shall report biennially, in a manner as required, to the Commissioner of Education on the condition of its facilities, its long range facilities program, its air quality program, and green cleaning program. **The Board must utilize standard reporting forms to conduct and report on both IAQ and HVAC inspections and must provide The Department of Administrative Services (DAS) the completed forms for each school. The forms and/or reports must be made available at a regularly scheduled Board of Education meeting and on the Board of Education/individual school website.**

~~Prior to January 1, 2008 and every three (3) years thereafter~~ **Starting on January 1, 2025 and annually thereafter, for all** District **facilities** ~~that has been constructed, extended, renovated or replaced on or after January 1, 2003,~~ the Board of Education shall provide for a uniform inspection and evaluation program of indoor air quality ~~within such buildings, such as~~ complying with the Environmental Protection Agency's Tools for Indoor Air Quality for Schools Program. The results of the evaluation shall be made available for public inspection at a regularly scheduled Board of Education meeting and also posted on the District's website.

The inspection and evaluation program shall include, but not be limited to, a review, inspection or evaluation of the following:

1. the heating, ventilating, and air conditioning (HVAC) systems;
2. radon levels in the air and water;
3. potential for exposure to microbiological airborne particles, including fungi, mold, and bacteria;
4. chemical compounds of concern to indoor air quality, including volatile organic compounds;
5. pest infestation, including insects and rodents;
6. pesticide usage;
7. the presence and plans for removal of certain hazardous substances identified under federal law;
8. ventilation systems;

New Construction

Indoor Air Quality

Indoor Air Quality in Existing Facilities (continued)

9. plumbing, including water distribution systems, drainage systems, and fixtures;
10. moisture incursion (leaks);
11. the facilities' overall cleanliness;
12. building structural elements, including roofing, basements, and slabs;
13. the use of space, particularly in areas designed to be unoccupied; and
14. the provision of indoor air quality maintenance training for building staff.

Heating, ventilation, and air conditioning systems shall be maintained in accordance with the prevailing maintenance systems, such as (American Society of Heating, Ventilating and Air Conditioning Engineers) Standard 62. The Board direct the Superintendent or his/her designee to ensure that such systems shall be operated continuously during the hours in which students or school personnel occupy school facilities except during periods of scheduled maintenance or emergency repairs or at other times when it can be demonstrated that the air supply system meets the Standards 62 requirements for air changes per hour.

Records shall be maintained on the maintenance of the District's heating, ventilation, and air conditioning systems for a period of not less than five years. Such records shall be available to the public upon request.

Indoor Air Quality in New or Renovated Facilities

In order to secure appropriate indoor air quality in District schools, the Board of Education believes that when new facilities are constructed and when existing facilities are renovated, the following requirements shall be specified to the architect or design professional responsible for the construction project:

1. Adhere to the requirements defining minimum air circulation contained in the State Building Code which apply only when constructing new space.
2. The building/space meets or exceeds the ASHRAE (American Society of Heating, Ventilating and Air Conditioning Engineers) 62-1999 standard, "Ventilation for Acceptable Indoor Air Quality," which considers chemical, physical and biological contaminants that can effect air quality as referenced by the State Code adopted pursuant to C.G.S. 29-252.
3. Utilize the ASHRAE 62-1999 standard to achieve a minimum ventilation rate per occupant of 15 cubic feet per minute (cfm) of outdoor air.

New Construction

Indoor Air Quality

Indoor Air Quality in New or Renovated Facilities (continued)

4. Design and placement of air handling equipment needs to be done in a manner where it is accessible to inspect and maintain the equipment; therefore mechanical rooms are desirable versus exposed rooftop units or units hung above suspended ceilings.
5. With increased air flow requirements, attention must be given to the potential of air velocity noise within ductwork.
6. Fresh air intakes must be located, whenever possible, away from all types of vents and exhausts on roofs.
7. Air intakes and ventilation windows must be sufficiently distant from bus loops and loading docks.
8. Radon mitigation systems to provide a vapor barrier and protection from under-slab humidity should be a part of new school construction.
9. Attention must be given to the selection of carpeting, carpet adhesives and synthetic materials which may emit odorous and irritating volatile organic vapors degrading indoor air quality.
10. Reduce the potential of moisture intrusion through appropriately designed pitched roofs wherever possible.
11. Consider the economic feasibility of achieving dehumidification through air conditioning.
12. Install temperature control systems, which monitor temperature and other factors helpful in monitoring and diagnosing heating, ventilating and air conditioning (HVAC) systems.
13. When renovating an occupied building provide for the mechanical control of airborne pollutants associated with the construction process.

New Construction

Indoor Air Quality (continued)

Legal Reference: Connecticut General Statutes

10-220 Duties of boards of education. (as amended by P.A. 09-81)

10-291 Approval of plans and site. Expense limit.

10-292 Review of final plans by Commissioner of Education. Exceptions; role of local officials.

P.A. 03-220 An Act Concerning Indoor Air Quality in Schools.

P.A. 09-81 An Act Concerning Cleaning Products in Schools.

PA 23-167 An Act Concerning Transparency in Education.

Policy adopted: June 17, 2008
Policy revised: November 17, 2009
Policy revised:

NEW HARTFORD PUBLIC SCHOOLS
New Hartford, Connecticut

CABE's suggested policy.

Personnel -- Certified

Substitute Teachers

A substitute teacher shall be a person who has earned a Bachelor's Degree, is fully qualified to instruct in our schools and who is employed for short periods of time in the absence of the regular teacher. The Commissioner of Education may waive requirement for a Bachelor's Degree for good cause upon the request of the Superintendent of Schools.

The Board shall only hire applicants for substitute teaching positions who comply with the reference and background checks as detailed in Policy #4112.51/4212.51 and who comply with the required disclosure requirements.

Suitable programs for training, assigning, orienting and evaluating the work of substitute teachers shall be provided by the certified staff under the direction of the Superintendent.

Rates of compensation for substitute teachers will be set by the Board of Education.

It will be the responsibility of the Principal or his/her designee to assign a substitute to fill any vacancy by the temporary absence of a regular staff member. The substitute teacher will be selected from a list of approved substitutes furnished by the Superintendent's office.

The Board of Education is permitted to employ a person who lacks substitute teacher authorizations as a substitute teacher in the same assignment for a period not to exceed 60 school days. Principals will make every effort to maintain as much continuity of instruction as possible by engaging only one substitute teacher for the full period of absence of one teacher and by calling back a substitute to serve in a classroom in which he/she/they performed successfully.

Substitute teachers will not participate in the health plans or other fringe benefits of the school system. However, substitute personnel hired to fill the position of an employee absent on an extended leave will be entitled to the privileges and benefits afforded regular professional employees, with the exception that the term of employment ordinarily will cease at the scheduled termination of the regular teacher's leave.

Retired teachers may be employed as substitute teachers without jeopardizing their retirement salary within the limits as prescribed by law.

It is the intent to use only certified teachers as substitutes, whenever possible.

~~Daily substitute teachers are those who serve for a variety of teachers and/or in a non-consecutive manner.~~

Personnel -- Certified

Substitute Teachers (continued)

Cooperative, interdistrict and outside agency relationships and initiatives will be considered in order to meet the substitute need. In such cases, a rate may be set through the cooperative agreement.

(cf. 4112.51/4212.51 – Employment/Reference Checks)

Legal Reference: Connecticut General Statutes
 10-183v Reemployment of teachers.
 10-145a Certificates of qualification for teachers.
 June 19 Special Session, Public Act No. 09-1
 An Act Implementing the Provisions of the Budget Concerning Education,
 Authorizing State Grant Commitments for School Building Projects and
 Making Changes to the Statutes Concerning School building Projects and
 Other Education Statutes. (Section 48) Public Act No. 09-6 September
 Special Session
 10-221d Criminal history records checks of school personnel.
 Fingerprinting. Termination or dismissal. (as amended by PA 16-67)
 10-222c Hiring policy. (as amended by PA 16-67)
 PA 23-159 (Section 18)

Policy adopted:

rev 6/16
rev 10/20
rev 7/23
rev 9/23

CABE's sample regulation.

Personnel -- Certified

Substitute Teachers

Arrangement for Substitutes

1. Substitute teachers should report to the school office for assignment. Substitutes should arrive twenty minutes before the start of the session and depart one-half hour after the dismissal of students.
2. Substitutes will check the regular teacher's mailbox in the morning and again after lunch for routine or special announcements. This material will be collected and left where the returning teacher will find them.
3. Substitutes shall carry out daily schedule or program to guarantee continuity of learning.
4. Follow the lesson plans as closely as possible.
5. Maintain effective classroom management.
6. Mark attendance on Attendance Record.
7. Keep classroom comfortable and orderly as to:
 - A. Ventilation
 - B. Lighting, shades, or blinds
 - C. Top of teacher's desk
 - D. ~~Chalk boards and floor~~ Walls/floors/Boards
 - E. Students' desks.
8. Perform regular and special duties assigned.
9. Be on the alert for signs of students' illness.
 - A. All children who need first-aid treatment should be sent to the nurse.
 - B. Remain with seriously ill children until the nurse or Principal can be located.
10. Report accidents immediately to the office.
11. Forward communications from the parents to the office.
12. Make a note of any pertinent happenings or incidents of a disciplinary nature.
13. Correct all assignments if substitution is more than one day.

Personnel -- Certified

Substitute Teachers

Arrangement for Substitutes

14. Leave a brief daily summary of what has been accomplished.
 - A. Note what was not covered.
 - B. Note items covered in addition to what may have been planned.
15. Become familiarized with lockdown and fire drill procedures. Locate the proper exits.
 - A. Take the attendance record with you during emergency drills.
16. Before departing:
 - A. See that room is left orderly.
 - B. Report to the office for notification of continuing or future substitution.

Substitute's Payments

Service is reported biweekly and paychecks generally are issued the week following, covering payment for the preceding two-week period.

Any questions regarding payment for services should be referred to the Board of Education Office immediately.

Retired Teachers

A retired member of the Connecticut Teachers' Retirement Association is permitted to receive compensation for substitute teaching in a public school up to 45% of maximum salary level.

Materials

Substitutes may expect the following items to be readily available:

1. A daily schedule or program.
2. An up-to-date seating plan.
3. Attendance record.
4. Lesson plans for at least one day; additional plans if longer absence is anticipated.
5. Papers and materials to be used for the day.

Personnel -- Certified

Substitute Teachers

Materials (continued)

6. Names of students with special health needs
7. List of special duties, such as recess, hall, etc.
8. Teacher's editions of books and manuals.
9. Directions for the dismissal of students.
10. Additional seat work when absence is expected.

Regulation approved: