

New Hartford Public Schools
Board of Education Regular Meeting Agenda
7:00 PM on Tuesday, September 17, 2024
Antolini School Library

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- A. Pledge of Allegiance
- B. Order of Business
- C. Communications to the Board of Education/Public Comment
- D. Superintendent's Report
- E. Board of Education Chair's Report
- F. Routine Business
 - Approval of Minutes - August 20, 2024
 - Expenditure Report
- G. New Business
 - 1. Policy & Regulations 4115 - Educator and Leader Evaluation and Support - 1st Read
 - 2. Policy & Regulations 5131.911 - Connecticut School Climate Policy - 1st Read
 - 3. Policy & Regulations 3171.1 - Non-Lapsing Education Fund - 1st Read
 - 4. Policy & Regulations 0521 - Nondiscrimination - 1st Read
- H. Old Business
 - 1. Policy & Regulations 4112.5/4212.5 Personnel - 2nd Read
 - 2. Policy & Regulations 5144.12 Students - 2nd Read
- I. Reports
 - EdAdvance
- J. Public Comment - (For Agenda Items Only)
- K. Adjournment

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New Hartford Public Schools
Board of Education Regular Meeting (In-Person)
Ann Antolini Elementary School – Library
Tuesday August 20, 2024 @ 7:00PM

PRESENT: Superintendent Jeffrey Sousa; Chairman Timothy Klepps; Vice Chairman Thomas Buzzi; **Board Members:** Penny Miller; Erik Perotti; Frank Rodenberg; Timothy Russell and Kristin Young. Board Member Deirdre Tindall via Google Meet.

Also Present: Kelly Carroll; Amy Kennedy; Michael Lynch and Heather Mathes.

ABSENT: Board Member Meagan Albert

Chairman Timothy Klepps called the meeting to order 7:00PM.

A. Pledge of Allegiance

B. Order of Business – Chairman Timothy Klepps would like to make a change for item G (old business) to follow item K (new business) in executive session. The Board agreed to the change.

C. Communications to the Board of Education/Public Comment: Superintendent Jeffrey Sousa noted he received two information requests from Mr. Aulay Carlson.

D. Superintendent's Report:

Superintendent Jeffrey Sousa announced currently 431 students are enrolled this year. The extended school year (summer school) program was a success. Mr. Sousa received approval for the Leader and Educator Evaluation and Support Plan. Mr. Sousa noted an effort towards stronger workings with the Board of Finance to provide transparency, Mr. Sousa is scheduled to meet with Board of Finance quarterly to discuss grants, as a reminder, grant funding is not taxpayer dollars.

Kelly Carroll, Amy Kennedy, Michael Lynch and Heather Mathes gave a presentation to the Board of Education on the New Hartford Public School Climate Survey Results (Family, Staff & Student). 152 families (estimated about a 1/3) participated in the Family Climate Survey Results. The survey had great results, very favorable responses from families. In the survey results all questions received above a 90% except *"I believe the school will effectively address reports of bullying and/or mean spirited behavior"* and *"I know how my child is doing in school before I get my child's report card"*. In general, compared to last year the survey is a little bit up since previous years. Answers choices were *"Strongly Disagree, Disagree, I Don't Know, Agree and Strongly Agree"*. With the Staff Climate Survey about 70 staff members completed the survey and there are a little over 90 staff members in total. Michael Lynch noted the great results from staff. There were many responses that received a 100%. There were a couple questions that received under 90%, one was *"the district provides supports professional development that supports my professional growth"* which was at 81.8%. The PDAC committee is a part of review this process as well. Newly, paraeducators have been involved in professional development days. The results showed and area of improvement which is, *"I believe the school effectively addresses behavior issues"* that resulted at a 66.7%, in last year's survey the result was about 60%. Michael Lynch noted more professional development days will highlight this topic. Board Member Penny Miller asked questions about leaders contacting an outside agency for ideas or suggestions. Mr. Sousa noted if behavioral issues arise beyond their scope a Board-Certified Behavioral Analyst is contacted for a behavioral assessment to work with,

which in turn is “trial and error”. The Student Climate Survey was issued to grade 3-6 students. 95% percent of students strongly agree or agree that they enjoy coming to school. The top three student requests were interested in: more field trips, special clubs and activities, extra recess equipment. Mr. Klepps inquired on what plans are in place going forward to improve. Mr. Sousa noted the theory of action where there are areas have certain items increase know we can do better, intervention process, and more professional development. Kelly Carroll announces that through EdAdvance, the staff will be working with Judy Palmer to increase the climate results. The first day of school is Wednesday August 28, 2024.

E. Board of Education Chair’s Report:

Social Media Policy/Etiquette

Chairman Timothy Kelpps would like all members to understand the importance of the social media policy/etiquette on the agenda, this topic is very important. Mr. Klepps expressed his thoughts on social media. Part of the policy explains that items which are discussed at Board of Education meetings are public information, but there may be other information that may not be public information. Such as, when the Board enters executive session, this information is not to be shared with public or on social media. Mr. Kelpps noted the importance of confidentiality and asked all members of the Board to please be cognizant of their duty on the Board of Education. Kristin Young brought up to everyone that these rules don’t just apply to social media but apply to other areas as well, could be a simple face to face conversation with someone, but emphasized the same rules apply. Vice Chairman Thomas Buzzi noted that regardless of votes or the opinions of each member, it is important to remember to treat all members of the Board with respect. Additionally, the discussion mentioned that not one singular member can speak on the behalf of the entire Board.

F. Routine Business:

Approval of Minutes: June 4, 2024 (Regular Meeting)

MOTION by Penny Miller to approve meeting minutes from June 4, 2024, as presented. Second by Timothy Russell.

UNANIMOUS
Motion Passes

Expenditure Report (New Format):

MOTION by Penny Miller to approve the Expenditure Report as presented. Second by Thomas Buzzi.

UNANIMOUS
Motion Passes

The new Expenditure Report format has begun to code by location, this will more accurately help reporting to the State of Connecticut (B=Bakerville, A=Ann Antolini). The intent of this year long project is to improve reporting by location. Additionally, the Board of Finance has requested, expenditure grants be listed on the expenditure report, to be transparent and available for questions. Now the report can be based on location and not student enrollment in each building, to more accurately report. Thomas

Buzzi questioned how examples such as curriculum supplies could be based on location, Mr. Sousa noted the custodians would communicate with Mr. Sousa, the total number doesn't change, but rather the way the information is broken down is what's changed. The total of all the locations will still add up. Mr. Sousa met with Board of Finance and brought forth all the grants received, that could not be projected in the budget process, or surprise money (for example: paraeducators). When the budget is finalized in the audit process, money spent over the budgeted amount are grants. There are times that Mr. Sousa may apply for grants but doesn't always receive the grant, or the amount the grant was applied for. There are times where grants require the Board of Education to consult the Board of Finance, then go to the town meeting, this gives opportunity for the taxpayers to understand. Grant money is unpredictable, a great thing at no cost. If the Board of Education didn't apply for grants, the budget would be higher. Kim Ahrens, the town Bookkeeper communicates with Amy Norton, the Admin Assistant/Fiscal Services for the Board of Education, to improve the communication on grant funding. Janet Terenzi, the Administrative Assistant to the Superintendent, keeps a very detailed report of every grant received. Any expenditure that exceeds the budgeted amount by \$20,000 requires the grant to go to town meeting, more transparent about the grants and costs of those grants.

G. New Business: moved to executive session (after public comment)

H. Old Business:

1. Chlorination System

Thomas Buzzi reminded the Board of a meeting two months ago; it was determined that there is no need at this time to include the chlorination system into current system.

2. PFAS

The Department of Public Health will require testing for PFAS. The removal of PFAS system is extremely expensive. Ron Black noted its very unlikely the wells will contain PFAS. The recommendation was made to continue testing at \$1,400 per well, this means \$1,400 per well (4) each time they are tested. There are two wells at Ann Antolini School and two wells at Bakerville School.

3. Asbestos

Thomas Buzzi stated the removal of asbestos would be cost prohibitive, especially to talked about this to avoid the testing. Remediation at Bakerville would cost hundreds of thousands of dollars. Recommendation is to continue with State mandated annual testing at all locations. This has been monitored there is currently no safety concerns. EnviroMed Services tests every couple of months. There is asbestos at all three school locations, Bakerville has the largest amount. Removing the asbestos at the two schools with less asbestos, would not alleviate New Hartford from the mandated testing.

I. Reports:

EdAdvance - consensus of the Board was to table this discussion for the next meeting.

J. Public Comment – (For Agenda Items Only): None

K. New Business:

1. Action Regarding Tentative Agreement Reached with Local 1303-336 New Hartford Custodial Employees (Executive Session)

MOTION by Penny Miller to go into executive session to discuss the ongoing mediation, school security report and active regarding a tentative agreement reached with Local 1303-336 New Hartford Custodial Employees and invited Superintendent Sousa to join at 8:01PM. Second by Kristin Young.

UNANIMOUS
Motion Passes

*Everyone in attendance left the meeting.
The Board of Education and Superintendent Sousa remained for Executive Session.*

Motions following Executive Session were provided by Board Secretary Penny Miller to the Recording Secretary.

Executive Session ended at 8:43PM.

Chairman Timothy Klepps stated the next agenda item is to ratify the tentative agreement with Local 1303-336 New Hartford Custodial Employees.

MOTION by Penny Miller to approve the contract between the New Hartford Board of Education and Custodial Employees Local 1303-336 of Council #4 AFSCME, AFL-CIO for the period of July 1, 2024, through June 30, 2027. Second by Timothy Russell.

UNANIMOUS
Motion Passes

2. Policy & Regulations 4112.5/4212.5 Personnel - *(First Read)*
3. Policy & Regulations 5144.12 Students *(First Read)*

Based on feedback from the Board of Education, the Policy Sub-Committee will review Policy & Regulations 4112.5/4212.5 Personnel.

L. Adjournment:

MOTION by Penny Miller to adjourn the meeting at 9:02PM. Second by Timothy Russell.

UNANIMOUS
Motion Passes

Respectfully submitted by,
Elizabeth Domas, Recording Secretary

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Attachments:
Family/Staff/Student Climate Survey

Town of New Hartford Board of Education

GENERAL FUND EXPENDITURE RUN

Fiscal Year: 2024-2025

☐ Include pre encumbrance

☐ Print accounts with zero balance

☒ Filter Encumbrance Detail by Date Range

☐ Exclude inactive accounts with zero balance

From Date: 9/1/2024

To Date: 9/30/2024

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100.1000.111.001.105	SALARIES, REGULAR CLASS TCHR-B	\$646,109.00	\$0.00	\$646,109.00	\$25,511.19	\$51,258.65	\$594,850.35	\$580,909.01	\$13,941.34	2.16%
100.1000.111.002.105	SALARIES, REGULAR CLASS TCHR-N	\$444,128.00	\$0.00	\$444,128.00	\$18,186.39	\$36,609.05	\$407,518.95	\$404,875.61	\$2,643.34	0.60%
100.1000.111.003.105	SALARIES, REGULAR CLASS TCHR-A	\$1,397,006.00	\$0.00	\$1,397,006.00	\$53,750.06	\$108,077.67	\$1,288,928.33	\$1,260,224.10	\$28,704.23	2.05%
100.1000.112.001.106	SALARIES, REGULAR CLASS PARA-B	\$33,722.00	\$0.00	\$33,722.00	\$923.61	\$2,016.62	\$31,705.38	\$35,274.91	(\$3,569.53)	-10.59%
100.1000.112.002.106	SALARIES, REGULAR CLASS PARA-N	\$54,908.00	\$0.00	\$54,908.00	\$1,147.98	\$2,240.99	\$52,667.01	\$53,224.48	(\$557.47)	-1.02%
100.1000.112.003.106	SALARIES, REGULAR CLASS PARA-A	\$36,428.00	\$0.00	\$36,428.00	\$1,125.81	\$3,797.64	\$32,630.36	\$36,963.56	(\$4,333.20)	-11.90%
100.1000.114.000.105	SALARIES, TCHR SUBSTITUTE	\$65,360.00	\$0.00	\$65,360.00	\$0.00	\$0.00	\$65,360.00	\$0.00	\$65,360.00	100.00%
100.1000.116.001.000	SALARIES, MISC STIPEND-B	\$1,560.00	\$0.00	\$1,560.00	\$0.00	\$0.00	\$1,560.00	\$0.00	\$1,560.00	100.00%
100.1000.116.002.000	SALARIES, MISC STIPEND-N	\$1,560.00	\$0.00	\$1,560.00	\$0.00	\$0.00	\$1,560.00	\$0.00	\$1,560.00	100.00%
100.1000.116.003.000	SALARIES, MISC STIPEND-A	\$20,535.00	\$0.00	\$20,535.00	\$0.00	\$0.00	\$20,535.00	\$0.00	\$20,535.00	100.00%
100.1000.313.001.000	CURRICULUM ASSESSMENTS-B	\$1,527.00	\$0.00	\$1,527.00	\$0.00	\$0.00	\$1,527.00	\$0.00	\$1,527.00	100.00%
100.1000.313.002.000	CURRICULUM ASSESSMENTS-N	\$1,424.00	\$0.00	\$1,424.00	\$0.00	\$0.00	\$1,424.00	\$0.00	\$1,424.00	100.00%
100.1000.313.003.000	CURRICULUM ASSESSMENTS-A	\$3,549.00	\$0.00	\$3,549.00	\$0.00	\$0.00	\$3,549.00	\$0.00	\$3,549.00	100.00%
100.1000.320.003.000	PURCHASED SERVICES-Extra Curr.-A	\$12,500.00	\$0.00	\$12,500.00	\$0.00	\$175.00	\$12,325.00	\$0.00	\$12,325.00	98.60%
100.1000.431.003.203	INSTRUMENT REPAIRS-A	\$925.00	\$0.00	\$925.00	\$0.00	\$0.00	\$925.00	\$0.00	\$925.00	100.00%
100.1000.560.000.000	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%
100.1000.591.001.000	TRAVEL-B	\$175.00	\$0.00	\$175.00	\$0.00	\$0.00	\$175.00	\$0.00	\$175.00	100.00%
100.1000.591.002.000	TRAVEL-N	\$125.00	\$0.00	\$125.00	\$0.00	\$0.00	\$125.00	\$0.00	\$125.00	100.00%
100.1000.591.003.000	TRAVEL-A	\$350.00	\$0.00	\$350.00	\$0.00	\$0.00	\$350.00	\$0.00	\$350.00	100.00%
100.1000.616.001.202	ART-B	\$1,170.00	\$0.00	\$1,170.00	\$0.00	\$0.00	\$1,170.00	\$0.00	\$1,170.00	100.00%
100.1000.616.001.203	MUSIC-B	\$710.00	\$0.00	\$710.00	\$0.00	\$0.00	\$710.00	\$45.00	\$665.00	93.66%
100.1000.616.001.204	PHYS ED-B	\$465.00	\$0.00	\$465.00	\$0.00	\$0.00	\$465.00	\$115.99	\$349.01	75.06%
100.1000.616.001.206	REG CLASSROOM-B	\$705.00	\$0.00	\$705.00	\$0.00	\$117.00	\$588.00	\$117.00	\$471.00	66.81%
100.1000.616.001.210	CENTRAL Supplies-B	\$1,345.00	\$0.00	\$1,345.00	\$0.00	\$0.00	\$1,345.00	\$499.37	\$845.63	62.87%
100.1000.616.001.211	GENERAL Supplies-B	\$1,125.00	\$0.00	\$1,125.00	\$0.00	\$613.54	\$511.46	\$0.00	\$511.46	45.46%
100.1000.616.002.202	ART-N	\$775.00	\$0.00	\$775.00	\$0.00	\$0.00	\$775.00	\$0.00	\$775.00	100.00%
100.1000.616.002.203	MUSIC-N	\$465.00	\$0.00	\$465.00	\$0.00	\$0.00	\$465.00	\$45.00	\$420.00	90.32%
100.1000.616.002.204	PHYS ED-N	\$305.00	\$0.00	\$305.00	\$0.00	\$0.00	\$305.00	\$0.00	\$305.00	100.00%
100.1000.616.002.206	REG CLASSROOM-N	\$470.00	\$0.00	\$470.00	\$0.00	\$211.90	\$258.10	\$143.16	\$114.94	24.46%
100.1000.616.002.210	CENTRAL Supplies-N	\$885.00	\$0.00	\$885.00	\$0.00	\$701.80	\$183.20	\$0.00	\$183.20	20.70%
100.1000.616.002.211	GENERAL Supplies-N	\$740.00	\$0.00	\$740.00	\$0.00	\$216.54	\$523.46	\$87.08	\$436.38	58.97%
100.1000.616.003.200	TALENTED & GIFTED	\$2,000.00	\$0.00	\$2,000.00	\$0.00	\$0.00	\$2,000.00	\$0.00	\$2,000.00	100.00%
100.1000.616.003.202	ART-A	\$2,855.00	\$0.00	\$2,855.00	\$0.00	\$0.00	\$2,855.00	\$1,573.59	\$1,281.41	44.88%
100.1000.616.003.203	MUSIC-A	\$1,725.00	\$0.00	\$1,725.00	\$0.00	\$0.00	\$1,725.00	\$110.00	\$1,615.00	93.62%

Town of New Hartford Board of Education

GENERAL FUND EXPENDITURE RUN

Fiscal Year: 2024-2025

☐ Include pre encumbrance

☐ Print accounts with zero balance

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From Date: 9/1/2024

To Date: 9/30/2024

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Account Number	Description	Budget	Adjustments	GL Budget	Current	YTD	Balance	Encumbrance	Budget Bal	% Rem
100.1000.616.003.204	PHYS ED-A	\$1,130.00	\$0.00	\$1,130.00	\$0.00	\$0.00	\$1,130.00	\$737.76	\$392.24	34.71%
100.1000.616.003.206	REG CLASSROOM-A	\$1,525.00	\$0.00	\$1,525.00	\$0.00	\$646.98	\$878.02	\$367.98	\$510.04	33.45%
100.1000.616.003.210	CENTRAL Supplies-A	\$3,270.00	\$0.00	\$3,270.00	\$0.00	\$401.02	\$2,868.98	\$781.07	\$2,087.91	63.85%
100.1000.616.003.211	GENERAL Supplies-A	\$2,735.00	\$0.00	\$2,735.00	\$0.00	\$721.81	\$2,013.19	\$0.00	\$2,013.19	73.61%
100.1000.641.001.215	MATH-B	\$4,155.00	\$0.00	\$4,155.00	\$0.00	\$0.00	\$4,155.00	\$0.00	\$4,155.00	100.00%
100.1000.641.001.217	SCIENCE-B	\$610.00	\$0.00	\$610.00	\$0.00	\$0.00	\$610.00	\$0.00	\$610.00	100.00%
100.1000.641.001.218	SOCIAL STUDIES-B	\$485.00	\$0.00	\$485.00	\$0.00	\$0.00	\$485.00	\$0.00	\$485.00	100.00%
100.1000.641.002.215	MATH-N	\$2,740.00	\$0.00	\$2,740.00	\$0.00	\$0.00	\$2,740.00	\$0.00	\$2,740.00	100.00%
100.1000.641.002.217	SCIENCE-N	\$400.00	\$0.00	\$400.00	\$0.00	\$0.00	\$400.00	\$0.00	\$400.00	100.00%
100.1000.641.002.218	SOCIAL STUDIES-N	\$730.00	\$0.00	\$730.00	\$0.00	\$0.00	\$730.00	\$0.00	\$730.00	100.00%
100.1000.641.003.215	MATH-A	\$10,105.00	\$0.00	\$10,105.00	\$0.00	\$0.00	\$10,105.00	\$0.00	\$10,105.00	100.00%
100.1000.641.003.217	SCIENCE-A	\$1,490.00	\$0.00	\$1,490.00	\$0.00	\$0.00	\$1,490.00	\$131.35	\$1,358.65	91.18%
100.1000.641.003.218	SOCIAL STUDIES-A	\$1,785.00	\$0.00	\$1,785.00	\$0.00	\$0.00	\$1,785.00	\$54.37	\$1,730.63	96.95%
100.1000.641.003.219	SPANISH	\$600.00	\$0.00	\$600.00	\$0.00	\$0.00	\$600.00	\$0.00	\$600.00	100.00%
100.1000.642.001.220	PERIODICALS-B	\$735.00	\$0.00	\$735.00	\$0.00	\$0.00	\$735.00	\$776.88	(\$41.88)	-5.70%
100.1000.642.002.220	PERIODICALS-N	\$485.00	\$0.00	\$485.00	\$0.00	\$0.00	\$485.00	\$426.26	\$58.74	12.11%
100.1000.642.003.220	PERIODICALS-A	\$1,780.00	\$0.00	\$1,780.00	\$0.00	\$2,053.00	(\$273.00)	\$0.00	(\$273.00)	-15.34%
100.1000.730.001.000	EQUIPMENT-B	\$220.00	\$0.00	\$220.00	\$0.00	\$0.00	\$220.00	\$195.41	\$24.59	11.18%
100.1000.730.002.000	EQUIPMENT-N	\$145.00	\$0.00	\$145.00	\$0.00	\$0.00	\$145.00	\$68.06	\$76.94	53.06%
100.1000.730.003.000	EQUIPMENT-A	\$535.00	\$0.00	\$535.00	\$0.00	\$0.00	\$535.00	\$388.31	\$146.69	27.42%
Func: Regular Education - 1000		\$2,818,291.00	\$0.00	\$2,818,291.00	\$100,645.04	\$209,859.21	\$2,608,431.79	\$2,378,135.31	\$230,296.48	8.17%
100.1200.111.000.100	SALARIES, Director- Student Services	\$123,012.00	\$0.00	\$123,012.00	\$4,731.23	\$28,387.38	\$94,624.62	\$94,624.62	\$0.00	0.00%
100.1200.111.001.105	SALARIES, CERTIFIED-B	\$177,318.00	\$0.00	\$177,318.00	\$7,023.92	\$14,047.84	\$163,270.16	\$163,270.71	(\$0.55)	0.00%
100.1200.111.002.105	SALARIES, CERTIFIED-N	\$342,636.00	\$5,775.00	\$348,411.00	\$12,808.65	\$25,986.95	\$322,424.05	\$307,407.72	\$15,016.33	4.31%
100.1200.111.003.105	SALARIES, CERTIFIED-A	\$476,548.40	\$0.00	\$476,548.40	\$23,066.45	\$45,474.11	\$431,074.29	\$498,752.99	(\$67,678.70)	-14.20%
100.1200.112.000.101	SALARIES, SECRETARY SPED	\$47,264.00	\$0.00	\$47,264.00	\$2,030.40	\$6,091.20	\$41,172.80	\$40,811.04	\$361.76	0.77%
100.1200.112.001.106	SALARIES, PARA-B	\$111,270.10	\$0.00	\$111,270.10	\$1,753.08	\$1,753.08	\$109,517.02	\$79,692.61	\$29,824.41	26.80%
100.1200.112.002.106	SALARIES, PARA-N	\$145,456.00	\$0.00	\$145,456.00	\$4,367.17	\$4,367.17	\$141,088.83	\$132,324.12	\$8,764.71	6.03%
100.1200.112.003.106	SALARIES, PARA-A	\$342,429.00	\$0.00	\$342,429.00	\$9,195.08	\$9,195.08	\$333,233.92	\$316,833.35	\$16,400.57	4.79%
100.1200.114.000.106	SALARIES, PARA SUBSTITUTE	\$7,500.00	\$0.00	\$7,500.00	\$172.50	\$172.50	\$7,327.50	\$0.00	\$7,327.50	97.70%
100.1200.311.000.000	HOMEBOUND	\$1,000.00	\$0.00	\$1,000.00	\$0.00	\$0.00	\$1,000.00	\$0.00	\$1,000.00	100.00%
100.1200.312.001.000	PUPIL SERVICES/ THERAPIES-B	\$13,725.00	\$0.00	\$13,725.00	\$0.00	\$385.91	\$13,339.09	\$0.00	\$13,339.09	97.19%
100.1200.312.002.000	PUPIL SERVICES/ THERAPIES-N	\$13,725.00	\$0.00	\$13,725.00	\$0.00	\$347.59	\$13,377.41	\$0.00	\$13,377.41	97.47%
100.1200.312.003.000	PUPIL SERVICES/ THERAPIES-A	\$33,550.00	\$0.00	\$33,550.00	\$0.00	\$234.02	\$33,315.98	\$0.00	\$33,315.98	99.30%

Town of New Hartford Board of Education

GENERAL FUND EXPENDITURE RUN

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To Date: 9/30/2024

Fiscal Year: 2024-2025

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☐ Exclude inactive accounts with zero balance

Account Number	Description	Budget	Adjustments	GL Budget	Current	YTD	Balance	Encumbrance	Budget Bal	% Rem
100.1200.313.001.000	EVALUATIONS & CONSULTS-B	\$5,850.00	\$0.00	\$5,850.00	\$0.00	\$0.00	\$5,850.00	\$0.00	\$5,850.00	100.00%
100.1200.313.002.000	EVALUATIONS & CONSULTS-N	\$5,850.00	\$0.00	\$5,850.00	\$0.00	\$0.00	\$5,850.00	\$0.00	\$5,850.00	100.00%
100.1200.313.003.000	EVALUATIONS & CONSULTS-A	\$14,300.00	\$0.00	\$14,300.00	\$0.00	\$0.00	\$14,300.00	\$0.00	\$14,300.00	100.00%
100.1200.314.001.000	TESTING SUPPLIES-B	\$3,940.00	\$0.00	\$3,940.00	\$0.00	\$564.24	\$3,375.76	\$0.00	\$3,375.76	85.68%
100.1200.314.002.000	TESTING SUPPLIES-N	\$3,940.00	\$0.00	\$3,940.00	\$0.00	\$1,132.74	\$2,807.26	\$0.00	\$2,807.26	71.25%
100.1200.314.003.000	TESTING SUPPLIES-A	\$9,620.00	\$0.00	\$9,620.00	\$0.00	\$1,379.27	\$8,240.73	\$0.00	\$8,240.73	85.66%
100.1200.324.001.000	INSERVICE-B	\$563.00	\$0.00	\$563.00	\$134.62	\$134.62	\$428.38	\$0.00	\$428.38	76.09%
100.1200.324.002.000	INSERVICE-N	\$562.00	\$0.00	\$562.00	\$134.62	\$134.62	\$427.38	\$0.00	\$427.38	76.05%
100.1200.324.003.000	INSERVICE-A	\$1,375.00	\$0.00	\$1,375.00	\$329.08	\$329.08	\$1,045.92	\$0.00	\$1,045.92	76.07%
100.1200.560.000.000	TUITION	\$253,777.00	\$0.00	\$253,777.00	\$0.00	\$51,680.30	\$202,096.70	\$7,567.00	\$194,529.70	76.65%
100.1200.590.000.000	TRAVEL	\$725.00	\$0.00	\$725.00	\$0.00	\$0.00	\$725.00	\$0.00	\$725.00	100.00%
100.1200.616.000.000	OFFICE SUPPLIES-C	\$550.00	\$0.00	\$550.00	\$0.00	\$0.00	\$550.00	\$0.00	\$550.00	100.00%
100.1200.616.001.000	TEACHING SUPPLIES-B	\$900.00	\$0.00	\$900.00	\$0.00	\$0.00	\$900.00	\$0.00	\$900.00	100.00%
100.1200.616.002.000	TEACHING SUPPLIES-N	\$900.00	\$0.00	\$900.00	\$0.00	\$0.00	\$900.00	\$0.00	\$900.00	100.00%
100.1200.616.003.000	TEACHING SUPPLIES-A	\$2,200.00	\$0.00	\$2,200.00	\$0.00	\$0.00	\$2,200.00	\$0.00	\$2,200.00	100.00%
100.1200.730.001.000	EQUIPMENT-B	\$720.00	\$0.00	\$720.00	\$0.00	\$0.00	\$720.00	\$0.00	\$720.00	100.00%
100.1200.730.002.000	EQUIPMENT-N	\$720.00	\$0.00	\$720.00	\$0.00	\$5,697.00	(\$4,977.00)	\$0.00	(\$4,977.00)	-691.25%
100.1200.730.003.000	EQUIPMENT-A	\$1,760.00	\$0.00	\$1,760.00	\$0.00	\$0.00	\$1,760.00	\$235.99	\$1,524.01	86.59%
100.1200.890.000.000	DUES & FEES	\$475.00	\$0.00	\$475.00	\$0.00	\$813.00	(\$338.00)	\$0.00	(\$338.00)	-71.16%
	Func: Special Education - 1200	\$2,144,160.50	\$5,775.00	\$2,149,935.50	\$65,746.80	\$198,307.70	\$1,951,627.80	\$1,641,520.15	\$310,107.65	14.42%
100.1300.560.000.000	ADULT EDUCATION	\$7,086.00	\$0.00	\$7,086.00	\$0.00	\$7,086.00	\$0.00	\$0.00	\$0.00	0.00%
	Func: Adult Education - 1300	\$7,086.00	\$0.00	\$7,086.00	\$0.00	\$7,086.00	\$0.00	\$0.00	\$0.00	0.00%
100.2100.112.001.107	SALARIES, NURSE-B	\$46,311.00	\$0.00	\$46,311.00	\$2,007.32	\$4,014.64	\$42,296.36	\$40,146.36	\$2,150.00	4.64%
100.2100.112.002.107	SALARIES, NURSE-N	\$44,273.00	\$0.00	\$44,273.00	\$0.00	\$2,058.51	\$42,214.49	\$0.00	\$42,214.49	95.35%
100.2100.112.003.107	SALARIES, NURSE-A	\$43,307.00	\$0.00	\$43,307.00	\$1,959.41	\$3,918.82	\$39,388.18	\$39,188.18	\$200.00	0.46%
100.2100.114.000.107	SALARIES, NURSE SUBSTITUTE	\$3,500.00	\$0.00	\$3,500.00	\$235.51	\$235.51	\$3,264.49	\$0.00	\$3,264.49	93.27%
100.2100.320.001.000	MEDICAL ADVISOR-B	\$675.00	\$0.00	\$675.00	\$0.00	\$675.00	\$0.00	\$0.00	\$0.00	0.00%
100.2100.320.002.000	MEDICAL ADVISOR-N	\$675.00	\$0.00	\$675.00	\$0.00	\$675.00	\$0.00	\$0.00	\$0.00	0.00%
100.2100.320.003.000	MEDICAL ADVISOR-A	\$1,650.00	\$0.00	\$1,650.00	\$0.00	\$1,650.00	\$0.00	\$0.00	\$0.00	0.00%
100.2100.431.000.000	EQUIPMENT SERVICE	\$155.00	\$0.00	\$155.00	\$0.00	\$0.00	\$155.00	\$0.00	\$155.00	100.00%
100.2100.616.001.000	HEALTH SUPPLIES-B	\$563.00	\$0.00	\$563.00	\$0.00	\$0.00	\$563.00	\$8.28	\$554.72	98.53%
100.2100.616.002.000	HEALTH SUPPLIES-N	\$562.00	\$0.00	\$562.00	\$0.00	\$0.00	\$562.00	\$0.00	\$562.00	100.00%
100.2100.616.003.000	HEALTH SUPPLIES-A	\$1,375.00	\$0.00	\$1,375.00	\$0.00	\$0.00	\$1,375.00	\$34.93	\$1,340.07	97.46%
100.2100.730.001.000	EQUIPMENT-B	\$107.00	\$0.00	\$107.00	\$0.00	\$0.00	\$107.00	\$0.00	\$107.00	100.00%

Town of New Hartford Board of Education

GENERAL FUND EXPENDITURE RUN

Fiscal Year: 2024-2025

☐ Include pre encumbrance

☐ Print accounts with zero balance

☒ Filter Encumbrance Detail by Date Range

From Date: 9/1/2024

To Date: 9/30/2024

Account Number	Description	Budget	Adjustments	GL Budget	Current	YTD	Balance	Encumbrance	Budget Bal	% Rem
100.2100.730.002.000	EQUIPMENT-N	\$107.00	\$0.00	\$107.00	\$0.00	\$0.00	\$107.00	\$55.25	\$51.75	48.36%
100.2100.730.003.000	EQUIPMENT-A	\$261.00	\$0.00	\$261.00	\$0.00	\$0.00	\$261.00	\$0.00	\$261.00	100.00%
	Func: Health Services - 2100	\$143,521.00	\$0.00	\$143,521.00	\$4,202.24	\$13,227.48	\$130,293.52	\$79,433.00	\$50,860.52	35.44%
100.2200.320.001.000	PURCHASED SERVICES-B	\$225.00	\$0.00	\$225.00	\$0.00	\$0.00	\$225.00	\$0.00	\$225.00	100.00%
100.2200.320.002.000	PURCHASED SERVICES-N	\$225.00	\$0.00	\$225.00	\$0.00	\$0.00	\$225.00	\$0.00	\$225.00	100.00%
100.2200.320.003.000	PURCHASED SERVICES-A	\$550.00	\$0.00	\$550.00	\$0.00	\$0.00	\$550.00	\$0.00	\$550.00	100.00%
100.2200.324.001.000	STAFF DEVELOPMENT-B	\$1,125.00	\$0.00	\$1,125.00	\$0.00	\$105.92	\$1,019.08	\$344.66	\$674.42	59.95%
100.2200.324.002.000	STAFF DEVELOPMENT-N	\$1,125.00	\$0.00	\$1,125.00	\$0.00	\$105.92	\$1,019.08	\$344.66	\$674.42	59.95%
100.2200.324.003.000	STAFF DEVELOPMENT-A	\$2,750.00	\$0.00	\$2,750.00	\$0.00	\$125.43	\$2,624.57	\$870.50	\$1,754.07	63.78%
100.2200.325.001.000	CURRICULUM WORK-B	\$2,700.00	\$0.00	\$2,700.00	\$179.24	\$602.90	\$2,097.10	\$0.00	\$2,097.10	77.67%
100.2200.325.002.000	CURRICULUM WORK-N	\$2,700.00	\$0.00	\$2,700.00	\$179.24	\$602.90	\$2,097.10	\$0.00	\$2,097.10	77.67%
100.2200.325.003.000	CURRICULUM WORK-A	\$6,600.00	\$0.00	\$6,600.00	\$1,972.64	\$4,468.50	\$2,131.50	\$0.00	\$2,131.50	32.30%
100.2200.593.000.000	PRINTING	\$250.00	\$0.00	\$250.00	\$0.00	\$0.00	\$250.00	\$0.00	\$250.00	100.00%
100.2200.616.001.000	CURRICULUM MATERIALS-B	\$1,012.00	\$0.00	\$1,012.00	\$0.00	\$160.95	\$851.05	\$0.00	\$851.05	84.10%
100.2200.616.002.000	CURRICULUM MATERIALS-N	\$1,013.00	\$0.00	\$1,013.00	\$0.00	\$149.35	\$863.65	\$47.97	\$815.68	80.52%
100.2200.616.003.000	CURRICULUM MATERIALS-A	\$2,475.00	\$0.00	\$2,475.00	\$0.00	\$664.01	\$1,810.99	\$308.98	\$1,502.01	60.69%
100.2200.641.001.610	CURRICULUM SOFTWARE-B	\$6,413.00	\$0.00	\$6,413.00	\$0.00	\$913.93	\$5,499.07	\$308.25	\$5,190.82	80.94%
100.2200.641.001.620	PROF. DEVELOP. LIBRARY-B	\$203.00	\$0.00	\$203.00	\$0.00	\$0.00	\$203.00	\$0.00	\$203.00	100.00%
100.2200.641.002.610	CURRICULUM SOFTWARE-N	\$6,412.00	\$0.00	\$6,412.00	\$0.00	\$913.92	\$5,498.08	\$308.25	\$5,189.83	80.94%
100.2200.641.002.620	PROF. DEVELOP. LIBRARY-N	\$202.00	\$0.00	\$202.00	\$0.00	\$0.00	\$202.00	\$0.00	\$202.00	100.00%
100.2200.641.003.610	CURRICULUM SOFTWARE-A	\$15,675.00	\$0.00	\$15,675.00	\$0.00	\$1,111.16	\$14,563.84	\$753.50	\$13,810.34	88.10%
100.2200.641.003.620	PROF. DEVELOP. LIBRARY-A	\$495.00	\$0.00	\$495.00	\$0.00	\$0.00	\$495.00	\$0.00	\$495.00	100.00%
100.2200.890.000.000	DUES AND FEES	\$100.00	\$0.00	\$100.00	\$0.00	\$0.00	\$100.00	\$0.00	\$100.00	100.00%
	Func: Improvements of Instruction - 2200	\$52,250.00	\$0.00	\$52,250.00	\$2,331.12	\$9,924.89	\$42,325.11	\$3,286.77	\$39,038.34	74.71%
100.2300.320.001.000	PURCHASED SERVICES-B	\$788.00	\$0.00	\$788.00	\$0.00	\$0.00	\$788.00	\$0.00	\$788.00	100.00%
100.2300.320.002.000	PURCHASED SERVICES-N	\$787.00	\$0.00	\$787.00	\$0.00	\$0.00	\$787.00	\$0.00	\$787.00	100.00%
100.2300.320.003.000	PURCHASED SERVICES-A	\$1,925.00	\$0.00	\$1,925.00	\$0.00	\$0.00	\$1,925.00	\$0.00	\$1,925.00	100.00%
100.2300.616.001.000	INSTRUCTIONAL SUPPLIES-B	\$125.00	\$0.00	\$125.00	\$0.00	\$0.00	\$125.00	\$0.00	\$125.00	100.00%
100.2300.616.002.000	INSTRUCTIONAL SUPPLIES-N	\$125.00	\$0.00	\$125.00	\$0.00	\$0.00	\$125.00	\$0.00	\$125.00	100.00%
100.2300.616.003.000	INSTRUCTIONAL SUPPLIES-A	\$300.00	\$0.00	\$300.00	\$0.00	\$0.00	\$300.00	\$0.00	\$300.00	100.00%
100.2300.641.001.610	ON-LINE SUBSCRIPTIONS-B	\$2,325.00	\$0.00	\$2,325.00	\$0.00	\$1,414.00	\$911.00	\$539.78	\$371.22	15.97%
100.2300.641.001.620	BOOKS/PERIODICALS-B	\$895.00	\$0.00	\$895.00	\$0.00	\$0.00	\$895.00	\$0.00	\$895.00	100.00%
100.2300.641.002.610	ON-LINE SUBSCRIPTIONS-N	\$2,325.00	\$0.00	\$2,325.00	\$0.00	\$1,414.00	\$911.00	\$539.78	\$371.22	15.97%
100.2300.641.002.620	BOOKS/PERIODICALS-N	\$895.00	\$0.00	\$895.00	\$0.00	\$0.00	\$895.00	\$0.00	\$895.00	100.00%

Town of New Hartford Board of Education

GENERAL FUND EXPENDITURE RUN

Fiscal Year: 2024-2025

☐ Include pre encumbrance

☐ Print accounts with zero balance

☒ Filter Encumbrance Detail by Date Range

☐ Exclude inactive accounts with zero balance

From Date: 9/1/2024

To Date: 9/30/2024

Account Number	Description	Budget	Adjustments	GL Budget	Current	YTD	Balance	Encumbrance	Budget Bal	% Rem
100.2300.641.003.610	ON-LINE SUBSCRIPTIONS-A	\$5,700.00	\$0.00	\$5,700.00	\$0.00	\$1,535.00	\$4,165.00	\$1,319.44	\$2,845.56	49.92%
100.2300.641.003.620	BOOKS/PERIODICALS-A	\$2,185.00	\$0.00	\$2,185.00	\$0.00	\$0.00	\$2,185.00	\$0.00	\$2,185.00	100.00%
100.2300.730.001.000	EQUIPMENT/ AV SUPPLIES-B	\$158.00	\$0.00	\$158.00	\$0.00	\$0.00	\$158.00	\$0.00	\$158.00	100.00%
100.2300.730.002.000	EQUIPMENT/ AV SUPPLIES-N	\$157.00	\$0.00	\$157.00	\$0.00	\$0.00	\$157.00	\$0.00	\$157.00	100.00%
100.2300.730.003.000	EQUIPMENT/ AV SUPPLIES-A	\$385.00	\$0.00	\$385.00	\$0.00	\$0.00	\$385.00	\$0.00	\$385.00	100.00%
100.2300.890.003.000	DUES AND FEES	\$402.00	\$0.00	\$402.00	\$0.00	\$0.00	\$402.00	\$0.00	\$402.00	100.00%
	Func: Library Media - 2300	\$19,477.00	\$0.00	\$19,477.00	\$0.00	\$4,363.00	\$15,114.00	\$2,399.00	\$12,715.00	65.28%
100.2400.112.000.110	SALARIES, SUPPORTIVE	\$72,572.00	\$0.00	\$72,572.00	\$2,709.92	\$16,259.52	\$56,312.48	\$54,198.48	\$2,114.00	2.91%
100.2400.321.000.000	TECHNICAL/LICENSES-C	\$14,500.00	\$0.00	\$14,500.00	\$0.00	\$2,076.43	\$12,423.57	\$0.00	\$12,423.57	85.68%
100.2400.321.000.610	DATA MANAGEMENT LICENSES-C	\$26,538.00	\$0.00	\$26,538.00	\$0.00	\$17,746.13	\$8,791.87	\$2,784.70	\$6,007.17	22.64%
100.2400.324.000.000	PROFESSIONAL DEVELOPMENT	\$1,500.00	\$0.00	\$1,500.00	\$0.00	\$25.00	\$1,475.00	\$0.00	\$1,475.00	98.33%
100.2400.407.000.000	REPAIRS/MAINTENANCE-C	\$1,325.00	\$0.00	\$1,325.00	\$0.00	\$404.00	\$921.00	\$699.50	\$221.50	16.72%
100.2400.407.001.000	REPAIRS/MAINTENANCE-B	\$5,565.00	\$0.00	\$5,565.00	\$0.00	\$862.87	\$4,702.13	\$537.43	\$4,164.70	74.84%
100.2400.407.002.000	REPAIRS/MAINTENANCE-N	\$5,565.00	\$0.00	\$5,565.00	\$0.00	\$7.87	\$5,557.13	\$594.32	\$4,962.81	89.18%
100.2400.407.003.000	REPAIRS/MAINTENANCE-A	\$14,045.00	\$0.00	\$14,045.00	\$0.00	\$613.52	\$13,431.48	\$2,549.00	\$10,882.48	77.48%
100.2400.616.000.000	SUPPLIES-C	\$200.00	\$0.00	\$200.00	\$0.00	\$0.00	\$200.00	\$0.00	\$200.00	100.00%
100.2400.730.000.000	EQUIPMENT-C	\$400.00	\$0.00	\$400.00	\$0.00	\$76.35	\$323.65	\$0.00	\$323.65	80.91%
100.2400.730.001.000	EQUIPMENT-B	\$1,680.00	\$0.00	\$1,680.00	\$0.00	\$0.00	\$1,680.00	\$0.00	\$1,680.00	100.00%
100.2400.730.002.000	EQUIPMENT-N	\$1,680.00	\$0.00	\$1,680.00	\$0.00	\$0.00	\$1,680.00	\$0.00	\$1,680.00	100.00%
100.2400.730.003.000	EQUIPMENT-A	\$4,240.00	\$0.00	\$4,240.00	\$0.00	\$76.35	\$4,163.65	\$620.86	\$3,542.79	83.56%
100.2400.890.000.000	DUES AND FEES	\$400.00	\$0.00	\$400.00	\$0.00	\$0.00	\$400.00	\$0.00	\$400.00	100.00%
	Func: Technology - 2400	\$150,210.00	\$0.00	\$150,210.00	\$2,709.92	\$38,148.04	\$112,061.96	\$61,984.29	\$50,077.67	33.34%
100.2500.315.000.000	LEGAL	\$35,000.00	\$0.00	\$35,000.00	\$0.00	\$8,144.50	\$26,855.50	\$0.00	\$26,855.50	76.73%
100.2500.320.000.000	SALARIES, BOARD SECRETARY	\$1,875.00	\$0.00	\$1,875.00	\$0.00	\$125.00	\$1,750.00	\$0.00	\$1,750.00	93.33%
100.2500.616.000.000	OFFICE SUPPLIES	\$1,000.00	\$0.00	\$1,000.00	\$0.00	\$0.00	\$1,000.00	\$0.00	\$1,000.00	100.00%
100.2500.689.000.000	HOSPITALITY	\$500.00	\$0.00	\$500.00	\$0.00	\$0.00	\$500.00	\$34.98	\$465.02	93.00%
100.2500.890.000.000	DUES & FEES	\$7,600.00	\$0.00	\$7,600.00	\$0.00	\$2,313.11	\$5,286.89	\$0.00	\$5,286.89	69.56%
	Func: Board of Education - 2500	\$45,975.00	\$0.00	\$45,975.00	\$0.00	\$10,582.61	\$35,392.39	\$34.98	\$35,357.41	76.91%
100.2600.111.000.100	SALARIES, SUPERINTENDENT	\$185,657.00	\$0.00	\$185,657.00	\$7,140.65	\$44,218.90	\$141,438.10	\$142,813.10	(\$1,375.00)	-0.74%
100.2600.112.000.101	SALARIES, ADMINISTRATIVE ASST	\$73,257.00	\$0.00	\$73,257.00	\$2,817.60	\$16,905.60	\$56,351.40	\$56,352.00	(\$0.60)	0.00%
100.2600.112.000.102	SALARIES, FISCAL SERVICES	\$67,000.00	\$0.00	\$67,000.00	\$2,426.40	\$14,558.40	\$52,441.60	\$48,528.00	\$3,913.60	5.84%
100.2600.112.000.103	SALARIES, BOOKKEEPER	\$33,659.00	\$0.00	\$33,659.00	\$1,225.44	\$7,352.64	\$26,306.36	\$24,508.80	\$1,797.56	5.34%
100.2600.113.000.000	SALARIES, SPECIAL PROJECTS	\$2,000.00	\$0.00	\$2,000.00	\$0.00	\$0.00	\$2,000.00	\$0.00	\$2,000.00	100.00%

Town of New Hartford Board of Education

GENERAL FUND EXPENDITURE RUN

Fiscal Year: 2024-2025

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From Date: 9/1/2024

To Date: 9/30/2024

Account Number	Description	Budget	Adjustments	GL Budget	Current	YTD	Balance	Encumbrance	Budget Bal	% Rem
100.2600.320.000.000	PROF/TECH SERVICES	\$5,000.00	\$0.00	\$5,000.00	\$0.00	\$0.00	\$5,000.00	\$0.00	\$5,000.00	100.00%
100.2600.320.000.210	PURCHASED SERVICES	\$11,155.00	\$0.00	\$11,155.00	\$0.00	\$8,124.39	\$3,030.61	\$0.00	\$3,030.61	27.17%
100.2600.324.000.000	WORKSHOPS/CONFERENCES	\$3,500.00	\$0.00	\$3,500.00	\$0.00	\$75.00	\$3,425.00	\$0.00	\$3,425.00	97.86%
100.2600.591.000.000	TRAVEL-C	\$1,000.00	\$0.00	\$1,000.00	\$0.00	\$0.00	\$1,000.00	\$0.00	\$1,000.00	100.00%
100.2600.616.000.000	OFFICE SUPPLIES	\$3,500.00	\$0.00	\$3,500.00	\$0.00	\$73.92	\$3,426.08	\$170.63	\$3,255.45	93.01%
100.2600.642.000.000	PERIODICALS	\$200.00	\$0.00	\$200.00	\$0.00	\$0.00	\$200.00	\$0.00	\$200.00	100.00%
100.2600.693.000.000	DATA PROCESSING	\$2,000.00	\$0.00	\$2,000.00	\$0.00	\$93.16	\$1,906.84	\$0.00	\$1,906.84	95.34%
100.2600.730.000.000	EQUIPMENT	\$500.00	\$0.00	\$500.00	\$0.00	\$0.00	\$500.00	\$0.00	\$500.00	100.00%
100.2600.890.000.000	DUES & FEES	\$5,475.00	\$0.00	\$5,475.00	\$0.00	\$4,418.00	\$1,057.00	\$0.00	\$1,057.00	19.31%
	Func: Central Office - 2600	\$393,903.00	\$0.00	\$393,903.00	\$13,610.09	\$95,820.01	\$298,082.99	\$272,372.53	\$25,710.46	6.53%
100.2700.111.001.100	SALARIES, ADMINISTRATORS-B	\$64,067.00	\$0.00	\$64,067.00	\$2,464.12	\$14,784.72	\$49,282.28	\$49,282.41	(\$0.13)	0.00%
100.2700.111.002.100	SALARIES, ADMINISTRATORS-N	\$64,067.00	\$0.00	\$64,067.00	\$2,025.65	\$14,784.66	\$49,282.34	\$49,282.21	\$0.13	0.00%
100.2700.111.003.100	SALARIES, ADMINISTRATORS-A	\$145,595.00	\$0.00	\$145,595.00	\$5,445.96	\$32,675.76	\$112,919.24	\$108,919.24	\$4,000.00	2.75%
100.2700.112.001.101	SALARIES, ADMINISTRATIVE ASST-B	\$48,349.00	\$0.00	\$48,349.00	\$2,389.50	\$6,957.90	\$41,391.10	\$40,811.04	\$580.06	1.20%
100.2700.112.002.101	SALARIES, ADMINISTRATIVE ASST-N	\$48,349.00	\$0.00	\$48,349.00	\$2,303.84	\$8,395.04	\$39,953.96	\$40,811.04	(\$857.08)	-1.77%
100.2700.112.003.101	SALARIES, ADMINISTRATIVE ASST-A	\$70,414.00	\$0.00	\$70,414.00	\$3,360.95	\$8,113.36	\$62,300.64	\$61,644.69	\$655.95	0.93%
100.2700.114.000.101	SALARIES, ADMIN. ASST. SUBSTITUTES	\$3,500.00	\$0.00	\$3,500.00	\$0.00	\$150.00	\$3,350.00	\$0.00	\$3,350.00	95.71%
100.2700.591.001.000	ADMIN TRAVEL-B	\$375.00	\$0.00	\$375.00	\$0.00	\$0.00	\$375.00	\$0.00	\$375.00	100.00%
100.2700.591.002.000	ADMIN TRAVEL-N	\$375.00	\$0.00	\$375.00	\$0.00	\$0.00	\$375.00	\$0.00	\$375.00	100.00%
100.2700.591.003.000	ADMIN TRAVEL-A	\$375.00	\$0.00	\$375.00	\$0.00	\$0.00	\$375.00	\$0.00	\$375.00	100.00%
100.2700.616.001.000	OFFICE SUPPLIES-B	\$1,283.00	\$0.00	\$1,283.00	\$0.00	\$0.00	\$1,283.00	\$96.88	\$1,186.12	92.45%
100.2700.616.002.000	OFFICE SUPPLIES-N	\$1,282.00	\$0.00	\$1,282.00	\$0.00	\$0.00	\$1,282.00	\$0.00	\$1,282.00	100.00%
100.2700.616.003.000	OFFICE SUPPLIES-A	\$3,135.00	\$0.00	\$3,135.00	\$0.00	\$0.00	\$3,135.00	\$366.21	\$2,768.79	88.32%
100.2700.730.001.000	EQUIPMENT-B	\$1,125.00	\$0.00	\$1,125.00	\$0.00	\$0.00	\$1,125.00	\$0.00	\$1,125.00	100.00%
100.2700.730.002.000	EQUIPMENT-N	\$1,125.00	\$0.00	\$1,125.00	\$0.00	\$0.00	\$1,125.00	\$1,053.80	\$71.20	6.33%
100.2700.730.003.000	EQUIPMENT-A	\$2,750.00	\$0.00	\$2,750.00	\$0.00	(\$52.94)	\$2,802.94	\$0.00	\$2,802.94	101.93%
100.2700.890.001.000	DUES AND FEES-B	\$270.00	\$0.00	\$270.00	\$0.00	\$200.00	\$70.00	\$0.00	\$70.00	25.93%
100.2700.890.002.000	DUES AND FEES-N	\$270.00	\$0.00	\$270.00	\$0.00	\$200.00	\$70.00	\$0.00	\$70.00	25.93%
100.2700.890.003.000	DUES AND FEES-A	\$660.00	\$0.00	\$660.00	\$0.00	\$200.00	\$460.00	\$0.00	\$460.00	69.70%
	Func: School Offices - 2700	\$457,366.00	\$0.00	\$457,366.00	\$17,990.02	\$86,408.50	\$370,957.50	\$352,267.52	\$18,689.98	4.09%
100.2800.112.001.108	SALARIES, CUSTODIANS-B	\$63,142.00	\$0.00	\$63,142.00	\$2,637.60	\$13,809.60	\$49,332.40	\$46,032.00	\$3,300.40	5.23%
100.2800.112.002.108	SALARIES, CUSTODIANS-N	\$59,842.00	\$0.00	\$59,842.00	\$2,637.60	\$13,809.60	\$46,032.40	\$46,032.00	\$0.40	0.00%
100.2800.112.003.108	SALARIES, CUSTODIANS-A	\$153,286.00	\$0.00	\$153,286.00	\$6,892.86	\$38,844.16	\$114,441.84	\$113,744.00	\$697.84	0.46%
100.2800.112.003.109	SALARIES, PART-TIME SUMMER	\$7,845.00	\$0.00	\$7,845.00	\$0.00	\$5,944.68	\$1,900.32	\$0.00	\$1,900.32	24.22%

Town of New Hartford Board of Education

GENERAL FUND EXPENDITURE RUN

Fiscal Year: 2024-2025

☐ Include pre encumbrance

☐ Print accounts with zero balance

☒ Filter Encumbrance Detail by Date Range

From Date: 9/1/2024

To Date: 9/30/2024

☐ Exclude inactive accounts with zero balance

Account Number	Description	Budget	Adjustments	GL Budget	Current	YTD	Balance	Encumbrance	Budget Bal	% Rem
100.2800.113.001.108	SALARIES, OVERTIME-B	\$1,912.00	\$0.00	\$1,912.00	\$0.00	\$0.00	\$1,912.00	\$0.00	\$1,912.00	100.00%
100.2800.113.002.108	SALARIES, OVERTIME-N	\$1,913.00	\$0.00	\$1,913.00	\$0.00	\$0.00	\$1,913.00	\$0.00	\$1,913.00	100.00%
100.2800.113.003.108	SALARIES, OVERTIME-A	\$4,675.00	\$0.00	\$4,675.00	\$86.31	\$1,029.92	\$3,645.08	\$0.00	\$3,645.08	77.97%
100.2800.114.000.000	SALARIES, CUSTODIAN SUBSTITUTES	\$2,000.00	\$0.00	\$2,000.00	\$0.00	\$0.00	\$2,000.00	\$0.00	\$2,000.00	100.00%
100.2800.402.000.402	SHREDDING-C	\$225.00	\$0.00	\$225.00	\$0.00	\$51.70	\$173.30	\$0.00	\$173.30	77.02%
100.2800.402.000.405	COMMUNICATIONS-C	\$4,200.00	\$0.00	\$4,200.00	\$0.00	\$432.44	\$3,767.56	\$0.00	\$3,767.56	89.70%
100.2800.402.000.406	INTERNET-C	\$2,000.00	\$0.00	\$2,000.00	\$0.00	\$459.00	\$1,541.00	\$229.50	\$1,311.50	65.58%
100.2800.402.001.402	REFUSE & SHREDDING-B	\$3,375.00	\$0.00	\$3,375.00	\$0.00	\$637.75	\$2,737.25	\$0.00	\$2,737.25	81.10%
100.2800.402.001.404	ELECTRICITY-B	\$18,000.00	\$0.00	\$18,000.00	\$0.00	\$1,314.32	\$16,685.68	\$1,127.81	\$15,557.87	86.43%
100.2800.402.001.405	COMMUNICATIONS-B	\$3,350.00	\$0.00	\$3,350.00	\$0.00	\$276.58	\$3,073.42	\$0.00	\$3,073.42	91.74%
100.2800.402.001.406	INTERNET-B	\$2,000.00	\$0.00	\$2,000.00	\$0.00	\$459.00	\$1,541.00	\$229.50	\$1,311.50	65.58%
100.2800.402.001.407	PROPANE-B	\$4,200.00	\$0.00	\$4,200.00	\$0.00	\$104.19	\$4,095.81	\$0.00	\$4,095.81	97.52%
100.2800.402.001.408	FUEL ENERGY SUPPLIES-B	\$15,000.00	\$0.00	\$15,000.00	\$0.00	\$0.00	\$15,000.00	\$0.00	\$15,000.00	100.00%
100.2800.402.002.402	REFUSE & SHREDDING-N	\$2,975.00	\$0.00	\$2,975.00	\$0.00	\$460.91	\$2,514.09	\$0.00	\$2,514.09	84.51%
100.2800.402.002.403	WATER-N	\$5,000.00	\$0.00	\$5,000.00	\$0.00	\$333.82	\$4,666.18	\$0.00	\$4,666.18	93.32%
100.2800.402.002.404	ELECTRICITY-N	\$18,000.00	\$0.00	\$18,000.00	\$0.00	\$1,331.57	\$16,668.43	\$1,245.72	\$15,422.71	85.68%
100.2800.402.002.405	COMMUNICATIONS-N	\$2,050.00	\$0.00	\$2,050.00	\$0.00	\$157.61	\$1,892.39	\$0.00	\$1,892.39	92.31%
100.2800.402.002.406	INTERNET-N	\$2,000.00	\$0.00	\$2,000.00	\$0.00	\$459.00	\$1,541.00	\$229.50	\$1,311.50	65.58%
100.2800.402.002.407	PROPANE-N	\$3,000.00	\$0.00	\$3,000.00	\$0.00	\$310.78	\$2,689.22	\$0.00	\$2,689.22	89.64%
100.2800.402.002.408	FUEL ENERGY SUPPLIES-N	\$30,000.00	\$0.00	\$30,000.00	\$0.00	\$0.00	\$30,000.00	\$0.00	\$30,000.00	100.00%
100.2800.402.003.402	REFUSE & SHREDDING-A	\$8,225.00	\$0.00	\$8,225.00	\$0.00	\$1,333.76	\$6,891.24	\$0.00	\$6,891.24	83.78%
100.2800.402.003.404	ELECTRICITY-A	\$61,000.00	\$0.00	\$61,000.00	\$0.00	\$4,780.58	\$56,219.42	\$4,765.26	\$51,454.16	84.35%
100.2800.402.003.405	COMMUNICATIONS-A	\$4,400.00	\$0.00	\$4,400.00	\$0.00	\$356.56	\$4,043.44	\$0.00	\$4,043.44	91.90%
100.2800.402.003.406	INTERNET-A	\$7,000.00	\$0.00	\$7,000.00	\$0.00	\$1,377.04	\$5,622.96	\$688.52	\$4,934.44	70.49%
100.2800.402.003.407	PROPANE-A	\$1,300.00	\$0.00	\$1,300.00	\$0.00	\$72.54	\$1,227.46	\$0.00	\$1,227.46	94.42%
100.2800.402.003.408	FUEL ENERGY SUPPLIES-A	\$60,000.00	\$0.00	\$60,000.00	\$0.00	\$0.00	\$60,000.00	\$0.00	\$60,000.00	100.00%
100.2800.406.000.000	EMERGENCY REPAIRS-C	\$800.00	\$0.00	\$800.00	\$0.00	\$0.00	\$800.00	\$0.00	\$800.00	100.00%
100.2800.406.001.000	EMERGENCY REPAIRS-B	\$17,000.00	\$0.00	\$17,000.00	\$0.00	\$0.00	\$17,000.00	\$1,560.00	\$15,440.00	90.82%
100.2800.406.002.000	EMERGENCY REPAIRS-N	\$9,000.00	\$0.00	\$9,000.00	\$0.00	\$0.00	\$9,000.00	\$0.00	\$9,000.00	100.00%
100.2800.406.003.000	EMERGENCY REPAIRS-A	\$43,200.00	\$0.00	\$43,200.00	\$0.00	\$0.00	\$43,200.00	\$0.00	\$43,200.00	100.00%
100.2800.407.001.000	MAINTENANCE-B	\$10,000.00	\$0.00	\$10,000.00	\$0.00	\$0.00	\$10,000.00	\$403.73	\$9,596.27	95.96%
100.2800.407.002.000	MAINTENANCE-N	\$10,000.00	\$0.00	\$10,000.00	\$0.00	\$0.00	\$10,000.00	\$0.00	\$10,000.00	100.00%
100.2800.407.003.000	MAINTENANCE-A	\$10,000.00	\$0.00	\$10,000.00	\$0.00	\$0.00	\$10,000.00	\$0.00	\$10,000.00	100.00%
100.2800.420.001.000	SERVICE CONTRACTS-B	\$27,599.00	\$0.00	\$27,599.00	\$0.00	\$1,815.00	\$25,784.00	\$0.00	\$25,784.00	93.42%

Town of New Hartford Board of Education

GENERAL FUND EXPENDITURE RUN

Fiscal Year: 2024-2025

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

From Date: 9/1/2024

To Date: 9/30/2024

Account Number	Description	Budget	Adjustments	GL Budget	Current	YTD	Balance	Encumbrance	Budget Bal	% Rem
100.2800.420.002.000	SERVICE CONTRACTS-N	\$15,881.00	\$0.00	\$15,881.00	\$0.00	\$1,840.00	\$14,041.00	\$0.00	\$14,041.00	88.41%
100.2800.420.003.000	SERVICE CONTRACTS-A	\$25,216.00	\$0.00	\$25,216.00	\$0.00	\$3,015.00	\$22,201.00	\$0.00	\$22,201.00	88.04%
100.2800.431.001.000	REPAIRS, NON-INSTR EQUIPMENT-B	\$1,333.00	\$0.00	\$1,333.00	\$0.00	\$0.00	\$1,333.00	\$0.00	\$1,333.00	100.00%
100.2800.431.002.000	REPAIRS, NON-INSTR EQUIPMENT-N	\$1,333.00	\$0.00	\$1,333.00	\$0.00	\$0.00	\$1,333.00	\$0.00	\$1,333.00	100.00%
100.2800.431.003.000	REPAIRS, NON-INSTR EQUIPMENT-A	\$1,334.00	\$0.00	\$1,334.00	\$0.00	\$0.00	\$1,334.00	\$0.00	\$1,334.00	100.00%
100.2800.530.000.000	POSTAGE	\$5,500.00	\$0.00	\$5,500.00	\$0.00	\$0.00	\$5,500.00	\$0.00	\$5,500.00	100.00%
100.2800.533.000.000	ADVERTISING	\$750.00	\$0.00	\$750.00	\$0.00	\$0.00	\$750.00	\$721.00	\$29.00	3.87%
100.2800.592.000.000	PROP. INS. & LIAB	\$44,290.00	\$0.00	\$44,290.00	\$0.00	\$7,776.26	\$36,513.74	\$7,775.91	\$28,737.83	64.89%
100.2800.616.001.000	MAINTENANCE SUPPLIES-B	\$6,750.00	\$0.00	\$6,750.00	\$0.00	\$333.93	\$6,416.07	\$0.00	\$6,416.07	95.05%
100.2800.616.002.000	MAINTENANCE SUPPLIES-N	\$6,750.00	\$0.00	\$6,750.00	\$0.00	\$278.95	\$6,471.05	\$0.00	\$6,471.05	95.87%
100.2800.616.003.000	MAINTENANCE SUPPLIES-A	\$16,500.00	\$0.00	\$16,500.00	\$0.00	\$15,793.25	\$706.75	\$0.00	\$706.75	4.28%
100.2800.731.000.000	EQUIPMENT, LEASED-C	\$6,020.00	\$0.00	\$6,020.00	\$0.00	\$748.18	\$5,271.82	\$143.66	\$5,128.16	85.19%
100.2800.731.001.000	EQUIPMENT, LEASED-B	\$8,140.00	\$0.00	\$8,140.00	\$0.00	\$439.27	\$7,700.73	\$239.44	\$7,461.29	91.66%
100.2800.731.002.000	EQUIPMENT, LEASED-N	\$9,140.00	\$0.00	\$9,140.00	\$0.00	\$425.42	\$8,714.58	\$171.33	\$8,543.25	93.47%
100.2800.731.003.000	EQUIPMENT, LEASED-A	\$18,700.00	\$0.00	\$18,700.00	\$0.00	\$1,086.12	\$17,613.88	\$0.00	\$17,613.88	94.19%
	Func: Plant Operations - 2800	\$847,151.00	\$0.00	\$847,151.00	\$12,254.37	\$121,698.49	\$725,452.51	\$225,338.88	\$500,113.63	59.03%
100.2900.510.000.000	PUPIL TRANS.	\$600,336.00	\$0.00	\$600,336.00	\$0.00	\$0.00	\$600,336.00	\$0.00	\$600,336.00	100.00%
100.2900.511.000.000	TRANS SPEC ED	\$165,000.00	\$0.00	\$165,000.00	\$0.00	\$0.00	\$165,000.00	\$0.00	\$165,000.00	100.00%
100.2900.511.000.220	TRANSPORTATION SUMMER	\$20,500.00	\$0.00	\$20,500.00	\$0.00	\$9,339.45	\$11,160.55	\$0.00	\$11,160.55	54.44%
100.2900.512.000.000	FUEL	\$60,000.00	\$1,198.75	\$61,198.75	\$649.74	\$2,839.07	\$58,359.68	\$0.00	\$58,359.68	95.36%
	Func: Pupil Transportation - 2900	\$845,836.00	\$1,198.75	\$847,034.75	\$649.74	\$12,178.52	\$834,856.23	\$0.00	\$834,856.23	98.56%
100.6100.201.000.161	MEDICAL & DENTAL INSURANCE	\$1,444,441.00	\$4,827.30	\$1,449,268.30	\$45,227.01	\$438,794.04	\$1,010,474.26	\$2,506.25	\$1,007,968.01	69.55%
100.6100.204.000.161	LIFE INSURANCE	\$18,390.09	\$0.00	\$18,390.09	\$0.00	\$6,034.07	\$12,356.02	\$0.00	\$12,356.02	67.19%
100.6100.205.000.161	SOCIAL SECURITY	\$106,734.00	\$0.00	\$106,734.00	\$3,049.88	\$11,631.04	\$95,102.96	\$76,820.71	\$18,282.25	17.13%
100.6100.206.000.161	MEDICARE	\$85,723.00	\$0.00	\$85,723.00	\$2,983.59	\$8,833.93	\$76,889.07	\$71,516.63	\$5,372.44	6.27%
100.6100.209.000.161	TOWN PENSION FUND	\$97,556.00	\$0.00	\$97,556.00	\$0.00	\$0.00	\$97,556.00	\$0.00	\$97,556.00	100.00%
100.6100.209.001.161	DEFERRED COMP EXPENSE 457	\$49,960.00	\$0.00	\$49,960.00	\$1,911.29	\$5,877.58	\$44,082.42	\$42,636.52	\$1,445.90	2.89%
100.6100.211.000.161	TSA	\$23,000.00	\$0.00	\$23,000.00	\$440.00	\$7,640.00	\$15,360.00	\$13,610.00	\$1,750.00	7.61%
100.6100.214.000.161	UNEMPLOYMENT COMP.	\$25,000.00	\$0.00	\$25,000.00	\$0.00	\$0.00	\$25,000.00	\$0.00	\$25,000.00	100.00%
100.6100.215.000.161	WORKMENS COMP	\$48,500.00	\$0.00	\$48,500.00	\$0.00	\$10,430.62	\$38,069.38	\$10,429.86	\$27,639.52	56.99%
100.6100.216.000.000	PARTIAL TUITION REIM.	\$10,000.00	\$0.00	\$10,000.00	\$0.00	\$0.00	\$10,000.00	\$0.00	\$10,000.00	100.00%
	Func: Employee Benefits - 6100	\$1,909,304.09	\$4,827.30	\$1,914,131.39	\$53,611.77	\$489,241.28	\$1,424,890.11	\$217,519.97	\$1,207,370.14	63.08%
	Fund: General Fund - 100	\$9,834,530.59	\$11,801.05	\$9,846,331.64	\$273,751.11	\$1,296,845.73	\$8,549,485.91	\$5,234,292.40	\$3,315,193.51	33.67%

Town of New Hartford Board of Education

GENERAL FUND EXPENDITURE RUN

From Date: 9/1/2024

To Date: 9/30/2024

Fiscal Year: 2024-2025

☐ Include pre encumbrance

☐ Print accounts with zero balance

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☐ Exclude inactive accounts with zero balance

Account Number	Description	Budget	Adjustments	GL Budget	Current	YTD	Balance	Encumbrance	Budget Bal	% Rem
400.1200.112.611.025	IDEA 611- Salaries 6/30/25	\$25,000.01	\$0.00	\$25,000.01	\$1,559.91	\$3,119.82	\$21,880.19	\$37,437.82	(\$15,557.63)	-62.23%
400.1200.112.611.026	IDEA 611- Salaries 6/30/26	\$50,000.00	(\$484.00)	\$49,516.00	\$0.00	\$0.00	\$49,516.00	\$0.00	\$49,516.00	100.00%
400.1200.112.619.025	IDEA 619- Salaries 6/30/25	\$1,500.00	\$0.00	\$1,500.00	\$369.65	\$369.65	\$1,130.35	\$8,871.58	(\$7,741.23)	-516.08%
400.1200.112.619.026	IDEA 619- Salaries 6/30/26	\$5,500.00	(\$33.00)	\$5,467.00	\$0.00	\$0.00	\$5,467.00	\$0.00	\$5,467.00	100.00%
400.1200.312.611.025	IDEA 611- Pupil Ser. 6/30/25	\$29,772.73	\$0.00	\$29,772.73	\$0.00	\$0.00	\$29,772.73	\$4,960.25	\$24,812.48	83.34%
400.1200.312.611.026	IDEA 611- Pupil Serv. 6/30/26	\$67,024.00	\$0.00	\$67,024.00	\$0.00	\$0.00	\$67,024.00	\$0.00	\$67,024.00	100.00%
400.1200.312.619.026	IDEA 619- Pupil Serv. 6/30/26	\$4,064.00	\$0.00	\$4,064.00	\$0.00	\$0.00	\$4,064.00	\$325.00	\$3,739.00	92.00%
400.1200.616.611.025	IDEA 611- Supplies, Tech, Inst. 6/30/25	\$2,718.30	\$0.00	\$2,718.30	\$0.00	\$0.00	\$2,718.30	\$0.00	\$2,718.30	100.00%
400.1200.616.611.026	IDEA 611- Supplies 6/30/26	\$3,500.00	\$0.00	\$3,500.00	\$0.00	\$0.00	\$3,500.00	\$0.00	\$3,500.00	100.00%
	Func: Special Education - 1200	\$189,079.04	(\$517.00)	\$188,562.04	\$1,929.56	\$3,489.47	\$185,072.57	\$51,594.65	\$133,477.92	70.79%
	Fund: IDEA - 400	\$189,079.04	(\$517.00)	\$188,562.04	\$1,929.56	\$3,489.47	\$185,072.57	\$51,594.65	\$133,477.92	70.79%
410.2200.325.000.027	Reap- #S358A240636 2/1/27	\$49,133.00	\$0.00	\$49,133.00	\$0.00	\$0.00	\$49,133.00	\$0.00	\$49,133.00	100.00%
	Func: Improvements of Instruction - 2200	\$49,133.00	\$0.00	\$49,133.00	\$0.00	\$0.00	\$49,133.00	\$0.00	\$49,133.00	100.00%
410.2210.325.000.026	REAP- #S358A230645 1/30/26	\$43,424.37	\$0.00	\$43,424.37	\$0.00	\$0.00	\$43,424.37	\$0.00	\$43,424.37	100.00%
	Func: OLD Improvement of Instruction - 2210	\$43,424.37	\$0.00	\$43,424.37	\$0.00	\$0.00	\$43,424.37	\$0.00	\$43,424.37	100.00%
	Fund: REAP Grant - 410	\$92,557.37	\$0.00	\$92,557.37	\$0.00	\$0.00	\$92,557.37	\$0.00	\$92,557.37	100.00%
415.2210.320.000.000	ARP ESSER- small Town Right to Read - Prof. Serv.	\$20,800.00	\$0.00	\$20,800.00	\$528.00	\$4,834.50	\$15,965.50	\$0.00	\$15,965.50	76.76%
415.2210.616.000.000	ARP ESSER- small Town Right to Read - Supplies	\$3,800.00	\$0.00	\$3,800.00	\$0.00	\$0.00	\$3,800.00	\$0.00	\$3,800.00	100.00%
415.2210.617.000.000	ARP ESSER- small Town Right to Read 9/30/24	\$35,403.50	\$0.00	\$35,403.50	\$0.00	\$0.00	\$35,403.50	\$0.00	\$35,403.50	100.00%
	Func: OLD Improvement of Instruction - 2210	\$60,003.50	\$0.00	\$60,003.50	\$528.00	\$4,834.50	\$55,169.00	\$0.00	\$55,169.00	91.94%
	Fund: Esser Fund - 415	\$60,003.50	\$0.00	\$60,003.50	\$528.00	\$4,834.50	\$55,169.00	\$0.00	\$55,169.00	91.94%
419.1200.112.001.024	Behav. Health REV- Payroll 9/30/24	\$11,241.89	(\$1,018.88)	\$10,223.01	\$4,013.40	\$6,328.32	\$3,894.69	\$59,696.66	(\$55,801.97)	-545.85%
419.1200.312.001.024	Behav. Health REV- Non-Payroll 9/30/24	\$29,727.50	\$5,272.50	\$35,000.00	\$0.00	\$0.00	\$35,000.00	\$35,000.00	\$0.00	0.00%
419.1200.313.001.024	Behav. Health REV- Purch. & Tech. Serv. 9/30/24	\$4,000.00	(\$4,000.00)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00%
419.1200.324.001.024	Behav. Health REV- In Service 9/30/24	\$753.62	(\$253.62)	\$500.00	\$500.00	\$500.00	\$0.00	\$0.00	\$0.00	0.00%
	Func: Special Education - 1200	\$45,723.01	\$0.00	\$45,723.01	\$4,513.40	\$6,828.32	\$38,894.69	\$94,696.66	(\$55,801.97)	-122.04%
	Fund: Behavior Health Grant - 419	\$45,723.01	\$0.00	\$45,723.01	\$4,513.40	\$6,828.32	\$38,894.69	\$94,696.66	(\$55,801.97)	-122.04%
421.1200.312.000.026	ARPA- School Mental Health Spec. 6/30/26	\$22,760.00	\$0.00	\$22,760.00	\$0.00	\$126.00	\$22,634.00	\$0.00	\$22,634.00	99.45%
	Func: Special Education - 1200	\$22,760.00	\$0.00	\$22,760.00	\$0.00	\$126.00	\$22,634.00	\$0.00	\$22,634.00	99.45%
	Fund: ARPA - 421	\$22,760.00	\$0.00	\$22,760.00	\$0.00	\$126.00	\$22,634.00	\$0.00	\$22,634.00	99.45%
441.1000.112.000.025	Title I-A-Salaries 6/30/25	\$20,126.07	\$0.00	\$20,126.07	\$1,775.34	\$1,775.34	\$18,350.73	\$19,322.80	(\$972.07)	-4.83%

Town of New Hartford Board of Education

GENERAL FUND EXPENDITURE RUN

Fiscal Year: 2024-2025

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

From Date: 9/1/2024

To Date: 9/30/2024

Account Number	Description	Budget	Adjustments	GL Budget	Current	YTD	Balance	Encumbrance	Budget Bal	% Rem
	Func: Regular Education - 1000	\$20,126.07	\$0.00	\$20,126.07	\$1,775.34	\$1,775.34	\$18,350.73	\$19,322.80	(\$972.07)	-4.83%
441.2210.617.000.025	Title I-A-Supplies 6/30/25	\$265.18	\$0.00	\$265.18	\$0.00	\$0.00	\$265.18	\$0.00	\$265.18	100.00%
	Func: OLD Improvement of Instruction - 2210	\$265.18	\$0.00	\$265.18	\$0.00	\$0.00	\$265.18	\$0.00	\$265.18	100.00%
	Fund: Title I Part A - 441	\$20,391.25	\$0.00	\$20,391.25	\$1,775.34	\$1,775.34	\$18,615.91	\$19,322.80	(\$706.89)	-3.47%
442.1000.112.000.025	Title II-A-Salaries 6/30/25	\$3,828.56	\$0.00	\$3,828.56	\$463.05	\$463.05	\$3,365.51	\$3,709.21	(\$343.70)	-8.98%
	Func: Regular Education - 1000	\$3,828.56	\$0.00	\$3,828.56	\$463.05	\$463.05	\$3,365.51	\$3,709.21	(\$343.70)	-8.98%
442.2210.617.000.025	Title II-A-Supplies 6/30/25	\$250.00	\$0.00	\$250.00	\$0.00	\$0.00	\$250.00	\$0.00	\$250.00	100.00%
	Func: OLD Improvement of Instruction - 2210	\$250.00	\$0.00	\$250.00	\$0.00	\$0.00	\$250.00	\$0.00	\$250.00	100.00%
	Fund: Title II Part A - 442	\$4,078.56	\$0.00	\$4,078.56	\$463.05	\$463.05	\$3,615.51	\$3,709.21	(\$93.70)	-2.30%
444.2210.324.000.025	Title IV Part A Prof & Tech Services 6/30/25	\$3,500.00	\$0.00	\$3,500.00	\$0.00	\$0.00	\$3,500.00	\$0.00	\$3,500.00	100.00%
444.2210.325.000.025	Title IV Part A Salaries 6/30/25	\$1,000.00	\$0.00	\$1,000.00	\$0.00	\$0.00	\$1,000.00	\$0.00	\$1,000.00	100.00%
444.2210.617.000.025	Title IV Part A Curriculum Material 6/30/25	\$4,000.00	\$0.00	\$4,000.00	\$0.00	\$0.00	\$4,000.00	\$0.00	\$4,000.00	100.00%
	Func: OLD Improvement of Instruction - 2210	\$8,500.00	\$0.00	\$8,500.00	\$0.00	\$0.00	\$8,500.00	\$0.00	\$8,500.00	100.00%
	Fund: TITLE IV - 444	\$8,500.00	\$0.00	\$8,500.00	\$0.00	\$0.00	\$8,500.00	\$0.00	\$8,500.00	100.00%
Grand Total:		\$10,277,623.32	\$11,284.05	\$10,288,907.37	\$282,960.46	\$1,314,362.41	\$8,974,544.96	\$5,403,615.72	\$3,570,929.24	34.71%

End of Report

Sample policy to consider.

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Policy for Educator and Leader Evaluation and Support

The Board recognizes the critical role an effective professional evaluation and support system plays in ensuring student growth and success and promoting reflective practice through job-embedded professional learning and goal setting. The Board empowers the superintendent to ensure that each educator and leader has the opportunity for continuous learning and feedback, to develop and grow, individually and collectively, through the educator and leader evaluation and support system so that all of the district's students experience growth and success. Connecticut General Statutes 10-151b requires that the superintendent shall annually evaluate or cause to be evaluated each teacher.

Educator and leader practice discussions shall be based on a set of national or state performance standards set by professional organizations agreed upon by the district's Professional Development and Evaluation Committee (PDEC). The district's PDEC shall work to mutually agree upon a standard-based best practice observation model.

On or before July 1, 2024, the Board of Education shall adopt and implement an Evaluation Program consistent with the Evaluation Guidelines adopted by the State Board of Education. The teacher evaluation and support program shall be developed through mutual agreement between the (local/regional) Board of Education and the district's PDEC. If the Board of Education and the PDEC are unable to come to a mutual agreement, they shall consider the model teacher evaluation and support program adopted by the State Board of Education and may, through mutual agreement, adopt such model teacher evaluation and support program.

If the Board of Education and the PDEC are unable to mutually agree on the adoption of the State Board of Education's model program, then the Board shall adopt and implement a teacher evaluation and support program developed by the Board, provided the program is consistent with the guidelines adopted by the State Board of Education.

While the District may create its own rubrics for use in this process, it must demonstrate that those rubrics are aligned with or tied to an externally referenced standard.

Definitions:

Educator includes **teachers** and student and educator support **specialists** who provide instruction and support services to students and staff. Educators serving in a teaching role or serving in a role providing support services hold a valid certificate or permit issued by the State Board of Education.

Personnel – Certified

Policy for Educator and Leader Evaluation and Support

Definitions: (continued)

Leader includes school and district administrators who are responsible for providing instructional leadership and for developing, implementing, and evaluating systems and policies within the school district. Leaders serving in an administrative position hold a valid certification endorsement for Intermediate Administration or Supervision (#092) issued by the State Board of Education.

Single Point Competency is a description of a standard of behavior or performance, framed only as a single set of desired outcomes rather than laid out across a rating or scale of performance, similar to a traditional rubric. The primary reason for using this approach is that it supports a focus on understanding the goal and the performance's strengths and weaknesses without the complication of interpreting those elements into a rating. This shift in practice is designed to make it easier for the participants to focus the energy of the process on the evidence, why that evidence looks the way it does, and what can be done to support improvement rather than a debate or negotiation on the rating.

The **PDEC** (Professional Development and Evaluation Committee's) responsibilities include its participation in the development and adoption of a teacher evaluation and support plan for the district. The district's representative PDEC shall be composed of at least one representative from the teachers', administrators', and paraeducators' bargaining units, and other appropriate school personnel, and shall ensure Educator and Leader practice discussions are based on a set of national or state performance standards set by professional organizations and agreed upon by the Committee. PDEC shall work to mutually agree upon a state or national standard-based best practice observation model, which will require Board approval. Any district-created rubric used in this process must demonstrate alignment or be tied to an externally referenced standard.

Guiding Principles:

Educator and leader practice discussions are based on a set of national or state performance standards set by professional organizations agreed upon by the PDEC, which will mutually agree upon a standards-based best practice observation model.

The primary goal of the educator evaluation and support system is to strengthen individual and collective practices to increase student learning, growth, and achievement and will need to:

- Be consistent with emerging research and best practices in the field of education;
- Include a focus on professional learning to develop systems of continuous improvement for educator and leader practice and student outcomes; and
- Address the continued impact of the pandemic on all members of the educational community and families;

Personnel – Certified

Policy for Educator and Leader Evaluation and Support

Guiding Principles: (continued)

- Allow for differentiation of roles (teachers, counselors, instructional coaches...);
- Focus on things that matter (identify high leverage, mainstream goal focus areas);
- Connect to best practices aimed at the development of the whole child;
- Focus on educator growth and agency, meaningfully engaging professionals by focusing on growth and practice in partnership with others aligned to a strategic focus;
- Provide multiple pathways for participation to improve educator practice in a way that is meaningful and impactful;
- Provide specific, timely, accurate, actionable, and reciprocal feedback.

Vision:

All of the district's educators and leaders have the opportunity for *continuous learning and feedback* to develop and grow individually and collectively, through the educator and leader evaluation and support system to ensure all students experience growth and success.

Process:

Evaluation and support shall be an ongoing, cyclical progress monitoring process and shall include references to standards and criteria, a process for goal setting, a focus on professional practice and student growth, and an environment that nurtures feedback and engagement. Minimally evaluator and educator/leader/team conference shall occur in the fall, winter, and spring of each school year:

- Educators and leaders will meet with their supervisor no fewer than three times a year (fall goal setting, mid-year review, end of the year reflection). The meetings shall be approached in a spirit of continuous improvement, reflection, and collaboration. In addition, meetings shall provide opportunities for evaluator and evaluatee constructive feedback. Goals should always be connected to standards recommended by PDEC and approved by the Board.
- The first meeting shall focus on goal setting, which can be proposed either by an individual or by a collaborative group, depending on the goal.
- The mid-year review shall provide the educator(s) and supervisor the opportunity to review the extent to which the established goal is being reached and reflect on ways additional attention and support may be provided to adjust the goal or support its successful attainment.

Personnel – Certified

Policy for Educator and Leader Evaluation and Support

Process: (continued)

- The end-of-the-year meeting shall be used to reflect on the current year and how it might inform/launch the next evaluation cycle.
- An appropriate summary of the educator/leader growth achieved through the process and considerations for future work shall be provided by the evaluator annually. This summary should be tied to the agreed-upon standards and goals determined through this process.

Multiple measures of student learning, growth, and achievement as mutually agreed upon during the goal-setting process may include but not be limited to:

- For the Educator: Considering additional evidence relevant to one or more competencies related to student learning and growth may be part of the process and discussion. Multiple measures should be adjusted and be appropriate to the role of the educator in the process (educator, counselor, instructional coach, etc.).
- For the Leader: Considering additional evidence relevant to one or more competencies including but not limited to promoting a positive, safe, and equitable learning culture, engaging in instructional-focused interactions, facilitating collaboration and professional learning, as well as managing operations, personnel, and resources strategically may be part of the process and discussion. Multiple measures should be adjusted and be appropriate per the role of the leader in the process (assistant superintendent, principal, department chair, etc.).

To ensure participants focus the discussion and feedback on the desired practice rather than a rating outcome, **Single Point Competencies** will be preferred. This will allow for the promotion of clear, research-based expectations while ensuring a tie to standards

- Current rubrics may be used as talking points for feedback and deepening reflection on practice – but are encouraged to be framed or converted as single points for increased clarity. PDEC will be responsible for developing or adopting external, state, or national standards-based models for district use.
- The district will establish a clearly articulated vision of highly effective instruction and educational practice focusing on growth.

Best practice should allow for Goals and standards to be consistent with the goals of the district. Clear alignment between district, school, and certified staff goals (departments, grade-level teams, or collaborations). Coherence improves the collective effectiveness of practice.

Personnel – Certified

Policy for Educator and Leader Evaluation and Support

Process: (continued)

- This will encourage individual educators and leaders to reflect on how they are contributing to the goals, mission, and vision of the district, whether developing individual, departmental, or grade-level team-based goals.
- The goals-setting process should encourage consideration of the growth of the whole child – considering growth indicators in a variety of areas critical to the overall well-being of students.

Goal-Setting Process

Requirements for Goal Setting – *Educators*

- The goal-setting process must follow the timelines and frameworks created by the PDEC consistent with the standards established during this process.
- Goals and feedback must be based on evidence, observations, and artifacts of professional practice as aligned to the lens of the agreed-upon standards.
- Educators and their evaluators must mutually agree upon a one, two, or three-year goal and develop a plan for professional development and support consistent with the educator's professional status and goals. All educators must be assigned a primary evaluator, who holds a #092 certificate.
- The district's PDEC shall determine protocols for each level of educator (novice, provisional, professional, transfers to the district, part-time or partial year, educator or leader in need of support, etc.)

(For consideration of best practices)

- Goals setting may allow for differentiated timelines (1, 2, or 3 years) and differentiated partnerships (perhaps in teams or collaboration with another educator) depending upon the role of the educator and aligned with a plan for professional learning and growth.
- The plan allows for discussion and exploration of how goals may/should be aligned with district-wide and individual professional development, professional learning communities, and other integrated efforts to support the goals, mission, and vision established within the district.

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Policy for Educator and Leader Evaluation and Support (continued)

Requirements for Goal Setting Process – Leaders

- The goal-setting process shall follow the timelines and frameworks created by the PDEC consistent with the standards established during this process.
- Goals and feedback shall be based on evidence, observations and artifacts of professional practice as aligned to the lens of the agreed upon standards.
- Mutually agree upon a one, two, or three-year goal and develop a plan for professional development and support that is consistent with the leader's professional status and goals. All leaders shall be assigned a primary evaluator who holds either a #092 or #093 certificate.
- The district PDEC shall determine protocols for each level of leader (level of experience, role, transfers to the district, part-time or partial year, leader in need of support, etc.)

(For consideration of best practices)

- Goal setting may allow for differentiated timelines (1, 2, or 3 years) and differentiated partnerships (perhaps in teams or collaboration with another leader) depending upon the role of the leaders and aligned with a plan for professional learning and growth.
- There may be discussion and exploration of how goals may/should be aligned with district-wide and individual professional development, a theory of action, PLC work, and other integrated efforts to support the goals, mission, and vision established within the district.

Professional Practice and Educator Growth

- Feedback to the educator shall consider multiple and varied quantitative and qualitative evidence indicators.
- Dialogue through the professional growth process should begin with educator self-reflection/self-assessment of the impact of professional learning and educator practice on student growth and identifying the next steps.
- Within the required process structure, the district's PDEC may identify a minimum or recommend the number of observations aligned with the current professional needs of the educator (novice, provisional, professional).
 - PDEC shall create the district's plan for the nature and number of observations and/or reviews of practice and required artifacts.
- There should be multiple pieces of evidence, which may include artifacts, observations of practice, student feedback, and reflections of the educator on student growth as part of the educator feedback process.

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Policy for Educator and Leader Evaluation and Support (continued)

Professional Practice and Leader Growth

- Feedback to leaders must consider multiple and varied quantitative and qualitative indicators of evidence.
- Dialogue through the professional growth process should begin with leader self-reflection/self-assessment of impact of professional learning and leadership practice on organizational health as well as the identification of next steps.
- Within the required process structure, the district's PDEC may identify a minimum or recommend the number of observations aligned with the current professional needs of the leader (new or experienced).
 - PDEC shall create the district's plan for the nature and number of observations and/or reviews of practice and required artifacts.
- There should be multiple pieces of evidence, which may include artifacts, observations of practice, teacher, leader and staff feedback, and reflections of the leader on organizational growth as part of the leader feedback process.

Evaluator/Observer/Stakeholder Feedback and Engagement

- Feedback, tied to standards, identifies strengths and areas of focus for advancement.
 - PDEC will determine clear timelines for both written and verbal feedback.
 - PDEC will determine a process for appropriate feedback and how to use informal and formal feedback from stakeholders.
- In-person beginning-of-the-year, mid-year, and end-of-year check-in is required for all educators with a timeline determined by PDEC.
- A check-in cycle for the purpose of discussing what is occurring in the classroom/school or district and to identify additional mutually agreed upon needs is required. It is required that a balance of written and verbal feedback be provided periodically.
- For the Educator, the cycle of check-ins should provide opportunities for discussion linking student growth and development with observations of practice and performance.
- For the Leader, the cycle of check-ins should provide opportunities for discussion linking organizational growth and development with observations of practice and performance.

Process Elements – Educator

- PDEC shall articulate agreed-upon processes for both formal and informal observations.
- At a minimum, initial goal-setting meetings, and mid and end-of-year reflective progress reviews must be held for all educators.

Personnel – Certified

Policy for Educator and Leader Evaluation and Support

Process Elements – Educator (continued)

- A pattern of persistent lack of growth and reflection or resistance to growth-oriented feedback should lead to advancing levels of support with a defined process for placing an educator on a **corrective support plan**. The corrective support plan must include indicators of success for transitioning out of the plan.
 - PDEC shall establish a clearly articulated corrective support model, which will be distinct from the typical educator growth model;
 - The corrective support model shall include:
 - Clear objectives specific to the well-documented area of concern;
 - Resources, support, and interventions to address the area of concern;
 - Timelines for implementing the resources, support, and interventions; and
 - Supportive actions from the evaluator.
- The district PDEC plan should include differentiated supports and be responsive to educator needs.
 - Utilize and document differentiated support prior to movement to a corrective support plan.
 - Ongoing training to ensure all stakeholders understand tiers, supports, and process (model of a corrective structure with tier 1, 2, and 3 supports should be provided in the appendix).
- The PDEC agrees upon orientation, training, and support elements for evaluators and educators on the critical components of success.

In addition to these required elements, PDEC should consider the following best practices as additional process elements:

- Intermediate support should be in place prior to an educator having to be placed on a corrective support plan.
- Corrective support should not be initiated without appropriate evidence of concern
- Ensure coaching/mentoring is available for new educators.
- Educators involved in a formal induction process should have an evaluation pathway that is aligned but separate from their induction process to reduce the work burden on the beginning educator and support their transition to provisional and professional educator status.
 - The intention of the Educator and Leader Evaluation Plan should be to reduce the burden of evaluation on beginning educators without compromising the distinct separation between induction and evaluation.

Personnel – Certified

Policy for Educator and Leader Evaluation and Support

Process Elements – Educator (continued)

- There should be regular check-ins/interactions with evaluators and mentors for beginning educators.
- Establish procedures and guidelines for PDEC operations, which include membership, quorum, and consensus criteria.
- PDEC should create a reflective process through PDEC, survey, etc. that reviews the TEVAL plan and process and provides for constructive feedback, reflection, assessment, and revision as needed.

Process Elements – Leader

- At a minimum, an initial goal-setting meeting, mid-year, and end-of-year reflective progress should be held for all leaders.
- There should be ongoing, on-site, evidence-driven visits or reviews of practice for each leader whose purpose/focus is aligned with the leader's goals in this process. PDEC should determine the minimum number of visits as appropriate.
- PDEC shall agree upon orientation, training, and support elements for evaluators and leaders on the critical components for success.
- A pattern of persistent lack of growth and reflection or resistance to growth-oriented feedback shall lead to advancing levels of support with a defined process for placing a leader on a corrective support plan with indicators of success for transitioning out of the plan.
- The corrective support plan shall be developed in consultation with the leader and their exclusive bargaining unit representative for administrators chosen pursuant to section C.G.S. §10-153b.
 - The district PDEC should establish a clearly articulated corrective support model that is separate from the normal educator growth model.
 - The corrective support model shall include:
 - Clear objectives specific to the well documented area of concern;
 - Resources, support, and interventions to address the area of concern;
 - Timeframes for implementing the resources, support, and interventions; and
 - Supportive actions from the evaluator.

Personnel – Certified

Policy for Educator and Leader Evaluation and Support

Process Elements – Leader (continued)

- The district PDEC plan should include differentiated supports and be responsive to leader needs.
 - Utilize and document differentiated supports prior to movement to a corrective support plan.
 - Ongoing training to ensure all stakeholders understand differentiated supports and process (model of a corrective structure should be provided in the appendix).
 - Support models should always include clear objectives specific to the well documented area of concern, timeframes, interventions, supportive actions from the evaluator.

In addition to these required elements, PDEC should consider the following best practices as additional process elements:

- Coaching and/or mentoring should be strongly considered an option for a new leader.
- Intermediate supports should be in place before placing a leader on a corrective action plan.
- A support plan should not be initiated without appropriate evidence of concern.
- PDEC should create a reflective process, either through PDEC, survey, etc. that reviews the TEVAL plan and process and provides for reflection, assessment, and revision as needed.
- Establish policy or procedures and guidelines for PDEC operations that includes membership, quorum, and consensus criteria.

Dispute Resolution

- The Board of Education shall, in mutual agreement with the PDEC, include a process for resolving disputes in cases where the evaluator and educator/leader being evaluated cannot agree on goals/objectives, the evaluation period, feedback or the professional development plan.
- Any claims that the district has failed to follow the established procedures of the educator/leader evaluation and support program shall be subject to the grievance procedures set forth in the then-current collective bargaining agreements between the Board of Education and the relevant bargaining unit.

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Policy for Educator and Leader Evaluation and Support (continued)

Local and State Reporting

- The superintendent shall report:
 - The status of teacher evaluations to the Board of Education on or before June first of each year; and
 - The status of the implementation of the educator/leader evaluation and support program; including the frequency of evaluations, the number of teachers who have not been evaluated, and other requirements as determined by the Department of Education on or before September 15 of each year.

The term “teacher”, “educator” or “leader” shall include each professional employee of the Board of Education, below the rank of superintendent, who holds a certificate or permit issued by the State Department of Education.

Appendix: (PDF File)

[Connecticut Guidelines for Educator and Leader Evaluation and Support 2023](#)

Legal Reference: Connecticut General Statutes
 10-145b Teaching certificates.
 10-151a Access of teacher to supervisory records and reports in personnel file.
 10-151b Evaluation by superintendent of certain educational personnel. (amended by PA 04-137, P.A. 10-111, P.A. 12-116, PA 12-2 (June Special Session), PA 13-245, PA 15-5 (June Special Session)
 10-151c Records of teacher performance and evaluation not public records.
 10-220a(b) In-service training. Professional development. Institutes for educators. Cooperative and beginning teacher programs, regulations.
 PA 11-135 An Act Concerning Implementation Dates for Secondary School Reform.
 PA 12-116 An Act Concerning Education Reform (as amended by PA 13-145 An Act Concerning Revisions to the Reform Act of 2012.)
 Connecticut Guidelines for Educator Evaluation, adopted by the State Board of Education, June 27, 2012.

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Policy for Educator and Leader Evaluation and Support (continued)

Legal Reference: Connecticut General Statutes (continued)
 Connecticut's System for Educator Evaluation and Development (SEED)
 state model evaluation system.
 "Flexibility to Guidelines for Educator Evaluation" adopted by
 Connecticut State Board of Education, February 6, 2014
 34 C.F.R. 200.55 Federal Regulations.
 PL 114-95 – Every Student Succeeds Act §9213
 Public Act 23-159 (An Act Concerning Teachers and Paraeducators)

Policy adopted:

cps 10/23

Connecticut School Climate Policy

This Connecticut School Climate Policy was developed by the Connecticut Association of Boards of Education (CABE) with technical and substantive guidance from the Commission on Women, Children, Seniors, Equity & Opportunity (CWCSEO) and other members of the statewide Social Emotional Learning and School Climate Collaborative.¹

The policy was developed to provide districts guidance on recent revisions to Connecticut's school climate law, Public Act 23-167. In accordance with [Public Act 23-167, An Act Concerning Transparency in Education](#), for the school years commencing July 1, 2023, and July 1, 2024, each local and regional board of education **may adopt** and implement the Connecticut School Climate Policy, in lieu of implementing the provisions of sections 10-222d, 10-222g to 10-222i, inclusive, 10-222k and 10-222p of the general statutes.

For the school year commencing July 1, 2025, and each school year thereafter, **each local and regional board of education shall adopt** and implement the Connecticut School Climate Policy.

This policy **does not modify or eliminate** any rights or obligations under state and federal laws, including any constitutional and civil rights protections or any other applicable policies and procedures or collective bargaining agreements.

December 2023

¹ Chapter 170 – Boards of Education (ct.gov)

A mandated policy.

Students

Connecticut School Climate Policy

Policy Statement

All schools must support and promote teaching and learning environments where all students thrive academically and socially, have a strong and meaningful voice, and are prepared for lifelong success.

Implementation of the following set of guiding principles and systemic strategies will promote a positive school climate, which is essential to achieving these goals.

This policy sets forth the framework for an effective and informed school climate improvement process, which includes a continuous cycle of (i) planning and preparation, (ii) evaluation, (iii) action planning, and (iv) implementation, and serves to actualize the Connecticut School Climate Standards, as detailed herein.

The Board recognizes that improving school climate is contextual. Each school needs to consider its history, strengths, needs, and goals. Furthermore, this policy will support and promote the development of restorative action plans that will create and sustain safe and equitable learning environments.

The **New Hartford** District Board of Education adopts this policy.

Definitions

1. **“School climate”** means the quality and character of the school life, with a particular focus on the quality of the relationships within the school community, and which is based on patterns of people's experiences of school life and that reflects the norms, goals, values, interpersonal relationships, teaching, learning, leadership practices and organizational structures within the school community.
2. **“Positive Sustained School Climate”** is the foundation for learning and positive youth development and includes:
 - a. Norms, values, and expectations that support people feeling socially, emotionally, culturally, racially, intellectually, and physically safe.
 - b. People who treat one another with dignity and are engaged, respected and solve problems restoratively.
 - c. A school community that works collaboratively together to develop, live, and contribute to a shared school vision.
 - d. Adults who model and nurture attitudes that emphasize the benefits and satisfaction gained from learning; and
 - e. A school community that contributes to the operations of the school and the care of the physical environment.

Students

Connecticut School Climate Policy

Definitions (continued)

3. **“Social and emotional learning”** means the process through which children and adults achieve emotional intelligence through the competencies of self-awareness, self-management, social awareness, relationship skills and responsible decision-making.
4. **“Emotional intelligence”** means the ability to (A) perceive, recognize, and understand emotions in oneself or others, (B) use emotions to facilitate cognitive activities, including, but not limited to, reasoning, problem solving and interpersonal communication, (C) understand and identify emotions, and (D) manage emotions in oneself and others.
5. **“Bullying”** means unwanted and aggressive behavior among children in grades kindergarten to twelve, inclusive, that involves a real or perceived power imbalance.
6. **“School environment”** means a school-sponsored or school-related activity, function or program, whether on or off school grounds, including at a school bus stop or on a school bus or other vehicle owned, leased or used by a local or regional board of education, and may include other activities, functions or programs that occur outside of a school-sponsored or school-related activity, function or program if bullying at or during such other activities, functions or programs negatively impacts the school environment.
7. **“Cyberbullying”** means any act of bullying through the use of the Internet, interactive and digital technologies, cellular mobile telephone or other mobile electronic devices or any other electronic communication.
8. **“Teen dating violence”** means any act of physical, emotional or sexual abuse, including stalking, harassing and threatening, that occurs between two students who are currently in or who have recently been in a dating relationship.
9. **“Mobile electronic device”** means any hand-held or other portable electronic equipment capable of providing data communication between two or more individuals, including, but not limited to, a text messaging device, a paging device, a personal digital assistant, a laptop computer, equipment that is capable of playing a video game or a digital video disk or equipment on which digital images are taken or transmitted.
10. **“Electronic communication”** means any transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic, photoelectronic or photo-optical system.

Students

Connecticut School Climate Policy

Definitions (continued)

11. **“School climate improvement plan”** means a building-specific plan developed by the school climate committee, in collaboration with the school climate specialist, using school climate survey data and any other relevant information, through a process that engages all members of the school community and involves such members in a series of overlapping systemic improvements, school-wide instructional practices and relational practices that prevent, identify and respond to challenging behavior, including, but not limited to alleged bullying and harassment in the school environment.
12. **“Restorative practices”** means evidence and research-based system-level practices that focus on (A) building high-quality, constructive relationships among the school community, (B) holding each student accountable for any challenging behavior, and (C) ensuring each such student has a role in repairing relationships and reintegrating into the school community.
13. **“School climate survey”** means a research-based, validated and developmentally appropriate survey administered to students, school employees and families of students, in the predominant languages of the members of the school community, that measures and identifies school climate needs and tracks progress through a school climate improvement plan.
14. **“Connecticut school climate policy”** means the school climate policy developed, updated and approved by an association in the state that represents boards of education and adopted by the Social and Emotional Learning and School Climate Advisory Collaborative, established pursuant to section 10-222q of the general statutes, as amended by this act, that provides a framework for an effective and democratically informed school climate improvement process that serves to implement Connecticut school climate standards, and includes a continuous cycle of (A) planning and preparation, (B) evaluation, (C) action planning, and (D) implementation.
15. **“School employee”** means (A) a teacher, substitute teacher, administrator, school superintendent, school counselor, school psychologist, social worker, school nurse, physician, paraeducator or coach employed by a local or regional board of education, or (B) any other individual who, in the performance of his or her duties, has regular contact with students and who provides services to or on behalf of students enrolled in a public school, pursuant to a contract with a local or regional board of education.
16. **“School community”** means any individuals, groups, businesses, public institutions and nonprofit organizations that are invested in the welfare and vitality of a public school system and the community in which it is located, including, but not limited to, students and their families, members of the local or regional board of education, volunteers at a school and school employees.

Students

Connecticut School Climate Policy

Definitions (continued)

17. **“Challenging behavior”** means behavior that negatively impacts school climate or interferes, or is at risk of interfering, with the learning or safety of a student or the safety of a school employee.
18. **“Evidence Based Practices”** in education refers to instructional and school-wide improvement practices that systematic empirical research has provided evidence of statistically significant effectiveness.
19. **“Effective School Climate Improvement”** is a restorative process that engages all stakeholders in the following six essential practices:
 - A. Promoting decision-making that is collaborative and actively involves all stakeholders (e.g., school personnel, students, families, community members) with varied and meaningful roles and perspectives where all voices are heard;
 - B. Utilizing psychometrically sound quantitative (e.g., school climate survey, discipline data) and qualitative (e.g., interviews, focus groups) data to drive action planning, preventive and intervention practices and implementation strategies that continuously improve all dimensions of school climate, including regularly collecting data to evaluate progress and inform the improvement process;
 - C. Tailoring improvement goals to the unique needs of the students, educators, and broader school community. These goals shall be integrated into overall school improvement efforts thereby leveraging school strengths to address evidence-based areas of need, while sustaining the improvement process over time;
 - D. Fostering adult learning in teams and/or professional learning communities to build capacity building among school personnel and develop common staff skills to educate the whole child;
 - E. Basing curriculum, instruction, student supports, and interventions on scientific research and grounding in cognitive, social-emotional, and psychological theories of youth development. Interventions include strength-based programs and practices that together represent a comprehensive continuum of approaches to promote healthy student development and positive learning environments as well as address individual student barriers to learning and adult barriers to teaching; and
 - F. Strengthening policies and procedures related to:
 - a. climate and restorative informed teaching and learning environments;
 - b. infrastructure to facilitate data collection, analysis, and effective planning;
 - c. implementation of school climate improvement plans with the goal of becoming restorative;
 - d. evaluation of the school climate improvement process; and
 - e. sustainability of school climate and restorative improvement efforts.

Students

Connecticut School Climate Policy (continued)

School Climate Coordinator Roles and Responsibilities

For the school year commencing July 1, 2025, and each school year thereafter, the superintendent of schools for each school district, or an administrator appointed by the superintendent, shall serve as the school climate coordinator for the school district.

The school climate coordinator shall be responsible for:

1. providing district-level leadership and support for the implementation of the school climate improvement plan for each school;
2. collaborating with the school climate specialist, for each school to (A) develop a continuum of strategies to prevent, identify and respond to challenging behavior, including, but not limited to, alleged bullying and harassment in the school environment, and (B) communicate such strategies to the school community, including, but not limited to, through publication in the district student handbook;
3. collecting and maintaining data regarding school climate improvement, including, but not limited to, school discipline records, school climate assessments, attendance rates, social and emotional learning assessments, academic growth data, types and numbers of alleged and verified bullying complaints submitted by members of the school community, types and numbers of challenging behaviors addressed using the restorative practices response policy, and data concerning the implementation and outcome of restorative practices; and
4. meeting with the school climate specialist for each school at least twice during the school year to (A) identify strategies to improve school climate, including, but not limited to, by responding to challenging behavior and implementing evidence and research-based interventions, such as restorative practices, (B) propose recommendations for revisions to the school climate improvement plan, and (C) assist with the completion of the school climate survey.

School Climate Specialist

For the school year commencing July 1, 2025, and each school year thereafter, the principal of each school, or a school employee who holds professional certification pursuant to section 10-145 of the general statutes, is trained in school climate improvement or restorative practices and is designated as the school climate specialist by the school principal, shall serve as the school climate specialist for the school.

The school climate specialist shall be responsible for:

1. leading in the prevention, identification, and response to challenging behavior, including, but not limited to, reports of alleged bullying and harassment;

Students

Connecticut School Climate Policy

School Climate Specialist (continued)

2. implementing evidence and research-based interventions, including, but not limited to, restorative practices;
3. scheduling meetings for and leading the school climate committee; and
4. leading the implementation of the school climate improvement plan.

School Climate Committee

For the school year commencing July 1, 2025, and each school year thereafter, each school climate specialist shall appoint members to the school climate committee who are diverse, including members who are racially, culturally, and linguistically representative of various roles in the school community.

The school climate committee shall consist of:

1. the school climate specialist;
2. a teacher selected by the exclusive bargaining representative for certified employees chosen pursuant to section 10-153b of the general statutes;
3. a demographically representative group of students enrolled at the school, as developmentally appropriate;
4. families of students enrolled at the school; and
5. at least two members of the school community, as determined by the school climate specialist.

Membership of the school climate committee shall be annually reviewed and approved by the school climate specialist, in coordination with the school climate coordinator.

The school climate committee shall be responsible for:

1. assisting in the development, annual scheduling, and administration of the school climate survey, and reviewing of the school climate survey data.
2. using the school climate survey data to identify strengths and challenges to improve school climate, and to create or propose revisions to the school climate improvement plan.

Students

Connecticut School Climate Policy

School Climate Committee (continued)

3. assisting in the implementation of the school climate improvement plan and recommending any improvements or revisions to the plan.
4. advising on strategies to improve school climate and implementing evidence and research-based interventions, including, but not limited to, restorative practices, in the school community.
5. annually providing notice of the uniform challenging behavior and/or bullying complaint form, or similar complaint form used by the school, to the school community.

School Climate Survey

For the school year commencing July 1, 2025, and biennially thereafter, the school climate committee, for each school, shall administer a school climate survey to students, school employees and families of students, provided the parent or guardian of each student shall receive prior written notice of the content and administration of such school climate survey and shall have a reasonable opportunity to opt such student out of such school climate survey.

School Climate Improvement Plan

For the school year commencing July 1, 2025, and each school year thereafter, the school climate specialist, for each school, in collaboration with the school climate coordinator, shall develop, and update as necessary, a school climate improvement plan. Such plan shall be based on the results of the school climate survey, any recommendations from the school climate committee, including the protocols, supports, and any other data the school climate specialist and school climate coordinator deem relevant. Such plan shall be submitted to the school climate coordinator for review and approval on or before December thirty-first of each school year. Upon approval of such plan, a written or electronic copy of such plan shall be made available to members of the school community and such plan shall be used in the prevention of, identification of and response to all challenging behavior.

Additionally, districts may place the school climate improvement plans into their district and school improvement plans.

Training

For the school year commencing July 1, 2024, and each school year thereafter, each local and regional Board of Education shall provide resources and training to school employees regarding:

1. social and emotional learning;
2. school climate and culture and evidence and research-based interventions; and
3. restorative practices.

Students

Connecticut School Climate Policy

Training (continued)

Such resources and training may be made available at each school under the jurisdiction of such board and include technical assistance in the implementation of a school climate improvement plan. Any school employee may participate in any such training offered by the board under this section. The school climate coordinator, shall select, and approve, the individuals or organizations that will provide such training.

Funding

The school district shall in its discretion allocate sufficient funding to satisfy the requirements of this policy for all schools in the district. Such funding shall be distributed accordingly, with Superintendent approval, for assessments and professional development, as well as for school community outreach, training, and technical assistance.

Accountability

The Board shall adopt and allocate adequate resources to support the Connecticut School Climate Policy and adhere to state regulations set forth in Public Act 23-167.

Connecticut School Climate Standards

1. The school district community² has a shared vision and plan for promoting and sustaining a positive school climate³ that focuses on prevention, identification, and response to all challenging behavior⁴.
2. The school district community adopts policies that promote:
 - a. a sound school environment that develops and sustains academic, social, emotional, ethical, civic, and intellectual skills; and
 - b. a restorative school environment focused on overcoming barriers to teaching and learning by building and supporting meaningful school-wide relationships, and intentionally re-engaging any disengaged students, educators, and families of students in the school community.

² School Community means any individuals, groups or businesses, public institutions and nonprofit organizations invested in the welfare and vitality of a public school system and the community in which it is located, including, but not limited to, students and their families, members of the local or regional board of education, volunteers at a school and school employees.

³ School climate means the quality and character of the school life, with a particular focus on the quality of relationships within the school community, and which is based on patterns of people's experiences of school life, and that reflects the norms, goals, values and interpersonal relationships, teaching, learning, leadership practices and organizational structures within the school community.

⁴ Challenging behavior means behavior that negatively impacts school climate or interferes, or is at risk of interfering, with the learning or safety of a student or the safety of a school employee.

Students

Connecticut School Climate Policy

Connecticut School Climate Standards (continued)

3. The school community's practices are identified, prioritized, and supported to:
 - a. promote learning and the positive academic, social, emotional, ethical, and civic development of students;
 - b. enhance engagement in teaching, learning, and school-wide activities;
 - c. address barriers to teaching and learning; and
 - d. develop and sustain a restorative infrastructure that builds capacity, accountability, and sustainability.
4. The school community creates a school environment⁵ where *everyone* is safe, welcomed, supported, and included in all school-based activities.
5. The school community creates a restorative system that cultivates a sense of belonging through norms and activities that promote social and civic responsibility, and a dedication to cultural responsiveness, diversity, equity, and inclusion.

Legal Reference: Connecticut General Statutes
10-222d Policy on bullying behavior as amended by PA 08-160, P.A. 11-232, P.A. 14-172 and PA 18-15 and PA 19-166.
10-222g Prevention and intervention strategy re bullying and teen dating violence
10-222h Analysis of school districts' efforts re prevention of and response to bullying in schools. School climate assessment instruments
10-222i State-wide safe school climate resource network. *[Repealed, Effective 7/1/2025 State-wide safe school climate resource network]*
10-222k District safe school climate coordinator. Safe school climate specialist. Safe school climate committee (as amended by PA 21-95, Section 14)
10-222p Review of safe school climate plans by Department of Education. Approval or rejection.
PA 23-167 An Act Concerning Transparency in Education

Policy adopted:
cps 11/23

⁵ School environment means a school-sponsored or school-related activity, function or program, whether on or off school grounds, including at a school bus stop or on a school bus or other vehicle owned, leased or used by a local or regional board of education, and may include other activities, functions or programs if bullying at or during such other activities, functions, or programs negatively impacts the school environment.

Challenging Behavior Reporting Form

This form is not required by law or policy but serves as a model challenging behavior reporting form that local and regional boards of education may adapt and adopt.

Instructions

This form is for **students, parents or guardians of students enrolled in the school, and school employees** to report any alleged challenging behavioral incidents. Challenging behavior is behavior that negatively impacts school climate or interferes, or is at risk with interfering, with the learning or safety of a student or the safety of a school employee. This form should also be used to report alleged bullying incidents, meaning: unwanted and aggressive behavior among children in grades kindergarten to twelve, inclusive, that involves a real or perceived power imbalance.

Complete this form electronically, or in writing, or go to your school climate specialist (principal, vice principal, or other certified administrator) who will assist you with completing this form. All completed reports require a response from the school climate specialist, and every student, parent or guardian, and school employee **who completed this form** will receive a copy of the "Response Process(es) Notification Form" describing the action steps taken, within three (3) school business days after an assessment has been completed.

The school climate specialist will assess the facts of a challenging behavior incident and complete the "Response Process(es) Notification Form" (located on page 5 of this document). A confirmation of receipt of the "challenging behavior reporting form" will be provided to the individual who completed this form within **three (3) school business days**, and the behavioral assessment will be finalized within a reasonable amount of time.

If this is an emergency, and you feel that you or someone else is in imminent danger, please call 911, or your municipal police department.

Name: First _____ Last _____ or check here ☐ for any **student** who would like to submit anonymously.

I am a: ☐ Student, ☐ Parent and/or Guardian or ☐ School Employee

Email: _____

Phone Number: _____

Contact me by: ☐ Phone ☐ Email

Was this previously reported to any school employee prior to this report? If yes, identify to whom, when, and what was reported? _____

Where did the incident occur? _____

Check any boxes that apply.

- ☐ On school property
- ☐ At a school-sponsored activity or off school property
- ☐ Electronic communication, internet, and social media

- ☐ On a school bus
- ☐ On the way to/from school
- ☐ Outside of school
- ☐ Other _____

Approximate date of incident (if known): _____

This form does not modify or eliminate any rights or obligations under state and federal laws, including, any constitutional and civil rights protections, or any applicable policies and procedures or collective bargaining agreements. All students' private and personal information will remain confidential throughout this process, subject to any waiver rights or disclosure responsibilities as permitted or required by law.

Please note: when a student exhibits challenging behavior, our priority is to ensure the safety of the students and the school, and to work with the student(s) to prevent the recurrence of such behavior, including making amends for any challenging behaviors that occurred. Federal law protects the privacy of each student. Therefore, you cannot be provided with any specific information concerning the student alleged to have engaged in the challenging behavior.

Please describe what happened?

Of the following statement(s) check any that may describe or include what happened:

- | | |
|--|---|
| ☐ Teasing, name-calling, intimidating, or threatening, in person or through electronic communication | ☐ Making intimidating, and/or threatening gestures or remarks |
| ☐ Spreading rumors or gossip | ☐ Getting another person to do any of the behaviors listed above |
| ☐ Hitting, kicking, shoving, spitting, hair pulling, or throwing something or other acts of physical aggression | ☐ Unwanted contact of a sexual nature (verbal, non-verbal, physical) |

Do you believe that the reported instance(s) of challenging behavior was in reference to a student's perceived or actual age, ancestry, color, learning disability, marital status, intellectual disability, national origin, physical disability, mental disability, race, religious creed, sex, gender identity or expression, sexual orientation, and status as a veteran? If so, why?

If known, provide the name(s) of any witness(es) of the alleged incident: _____

Date form submitted: _____

***For school climate specialist use only:**

Date received by school climate specialist: _____

Signature of receipt by school climate specialist: _____

This form does not modify or eliminate any rights or obligations under state and federal laws, including, any constitutional and civil rights protections, or any applicable policies and procedures or collective bargaining agreements. All students' private and personal information will remain confidential throughout this process, subject to any waiver rights or disclosure responsibilities as permitted or required by law.

Please note: when a student exhibits challenging behavior, our priority is to ensure the safety of the students and the school, and to work with the student(s) to prevent the recurrence of such behavior, including making amends for any challenging behaviors that occurred. Federal law protects the privacy of each student. Therefore, you cannot be provided with any specific information concerning the student alleged to have engaged in the challenging behavior.

Investigation Form

The purpose of this form is to provide a streamlined process to assess reported instances of challenging behavior.

This form is to be completed by the school climate specialist within a reasonable amount of time. Pursuant to the Federal Education Confidentiality Law (FERPA), students, parents or guardians, and school employees that completed the challenging behavior reporting form **cannot** receive a copy of this "Investigation Form" but will be provided with a copy of the "Response Process(es) Notification Form" after an assessment is completed.

Date "Challenging Behavior Reporting Form" received: _____

Today's Date: _____

Name of school climate specialist who received the report: _____

Were these events already reported to any school employee? If yes, please identify to whom, when, and what was reported _____

Name of school community member who is reporting the incident: (student, parent or guardian, school or district employee, bystander, anonymous): _____

Name of student or students who were allegedly subjected to the challenging behavior: _____

Name of person or persons who allegedly engaged in the challenging behavior: _____

Where did the alleged incident occur? _____

Date and time alleged incident occurred: (if known): _____

Description of the alleged incident: _____

What investigative processes occurred? Answer all of the following questions below. A single incident may require an assessment into multiple areas. Please check all that apply.

Was this investigated as bullying? YES ☐ NO ☐

Was this a verified act of bullying? YES ☐ NO ☐

Was this investigated as cyberbullying? YES ☐ NO ☐

Was this a verified act of cyberbullying? YES ☐ NO ☐

Was this investigated as teen dating violence? YES ☐ NO ☐

Was this verified teen dating violence? YES ☐ or NO ☐

Was this investigated as an assault? YES ☐ NO ☐

Was this a verified assault? YES ☐ or NO ☐

Was this investigated as an act of physical violence?
YES ☐ NO ☐

Was this a verified act of physical violence?
YES ☐ or NO ☐

Was this investigated as a protected class violation/
harassment? YES ☐ NO ☐

Was this a verified protected class violation/harassment?
YES ☐ NO ☐

Was this investigated as a Title IX violation? YES ☐ NO ☐

Was this a verified Title IX violation? YES ☐ or NO ☐

Was this a verified act of challenging behavior not listed
above? YES ☐ NO ☐

This form does not modify or eliminate any rights or obligations under state and federal laws, including, any constitutional and civil rights protections, or any applicable policies and procedures or collective bargaining agreements. All students' private and personal information will remain confidential throughout this process, subject to any waiver rights or disclosure responsibilities as permitted or required by law.

Please note: when a student exhibits challenging behavior, our priority is to ensure the safety of the students and the school, and to work with the student(s) to prevent the recurrence of such behavior, including making amends for any challenging behaviors that occurred. Federal law protects the privacy of each student. Therefore, you cannot be provided with any specific information concerning the student alleged to have engaged in the challenging behavior.

What was the response by the school climate specialist? (E.g., utilization of restorative practices, school-based threat assessment, safety plan, student support services) Additionally, provide the date of each response.

If applicable, please provide any additional notes, observations, or actions taken as a result of this incident:

Signature or E-signature of responding school climate specialist: _____

Printed name: _____

Date of response: _____

This form does not modify or eliminate any rights or obligations under state and federal laws, including, any constitutional and civil rights protections, or any applicable policies and procedures or collective bargaining agreements. All students' private and personal information will remain confidential throughout this process, subject to any waiver rights or disclosure responsibilities as permitted or required by law.

Please note: when a student exhibits challenging behavior, our priority is to ensure the safety of the students and the school, and to work with the student(s) to prevent the recurrence of such behavior, including making amends for any challenging behaviors that occurred. Federal law protects the privacy of each student. Therefore, you cannot be provided with any specific information concerning the student alleged to have engaged in the challenging behavior.

Response Process(es) Notification Form

The purpose of this form is to provide a template for transparency and accountability to a person(s) that submit(s) a report of challenging behavior.

The school climate specialist will complete and submit this form within three (3) school business days **after an assessment has been finalized** and submit it to the student(s), parent(s), or guardian(s), and/or school employee(s) who completed the "Challenging Behavior Reporting Form".

Describe the steps taken to address and prevent future instance(s) of challenging behavior(s). Responses may include:

- utilization of restorative practices;
- the completion of a school-based threat assessment;
- safety plan for student(s) involved in the instance of alleged challenging behavior;
- student support services;

Signature or E-signature of school climate specialist: _____

Printed name: _____

Date completed: _____

Definitions and Clarifying Terms

Restorative Practices: Evidence and research-based system-level practices that focus on (A) building high-quality, constructive relationships among the school community, (B) holding each student accountable for any challenging behavior, and (C) ensuring each such student has a role in repairing relationships and reintegrating into the school community.

School Based Threat Assessment: An evidence-based systematic evaluation process used to prevent violence, help troubled students, and avoid over-reactions to challenging behavior.

This form does not modify or eliminate any rights or obligations under state and federal laws, including, any constitutional and civil rights protections, or any applicable policies and procedures or collective bargaining agreements. All students' private and personal information will remain confidential throughout this process, subject to any wavier rights or disclosure responsibilities as permitted or required by law.

Please note: when a student exhibits challenging behavior, our priority is to ensure the safety of the students and the school, and to work with the student(s) to prevent the recurrence of such behavior, including making amends for any challenging behaviors that occurred. Federal law protects the privacy of each student. Therefore, you cannot be provided with any specific information concerning the student alleged to have engaged in the challenging behavior.

An optional policy to consider.

Business and Non-Instructional Operations

Non-Lapsing Education Fund (Non-Regional School Districts)

The **New Hartford** Board of Education (Board) may deposit into a non-lapsing account any unexpended funds from the Board's prior fiscal year general operating budget, provided such deposited amount does not exceed two percent (2%) of the total budgeted appropriation for education for such prior fiscal year pursuant to C.G.S. 10-248a.

Any expenditure from the Non-Lapsing Education Fund shall be authorized solely by the Board of Education. Each expenditure from such account shall be made only for educational purposes and under the following conditions:

- (1) such deposited amount does not exceed two percent (2%) of the total budgeted appropriation for education for such prior fiscal year;
- (2) each expenditure from such account shall be made only for educational purposes; and
- (3) each such expenditure shall be authorized by the **New Hartford** Board of Education.

The Board of Education shall create the non-lapsing account and be responsible for the accounting of the funds in accordance with Governmental Accounting Standards and Generally Accepted Accounting Principles (GAAP). The account shall be subject to the annual audit as required by State statute. The Board of Education shall review the fund balance on an annual basis.

~~Reserve Fund for Educational Expenditures (Regional School Districts)~~

~~The Regional Board of Education (Board), by a majority vote of its members, may create a reserve fund for educational expenditures. Such fund shall be termed "reserve fund for educational expenditures." The aggregate amount of annual and supplemental appropriations by a district to such fund shall not exceed two percent (2%) of the annual district budget for such fiscal year.~~

~~Annual appropriations to such fund shall be included in the share of net expenses to be paid by each member town. Supplemental appropriations to such fund may be made from estimated fiscal year-end surplus in operating funds. Interest and investment earnings received with respect to amounts held in the fund shall be credited to such fund.~~

~~The Board shall annually submit a complete and detailed report of the condition of such fund to the member towns. Upon the recommendation and approval by the Board, any part or the whole of such fund may be used for educational expenditures.~~

Business and Non-Instructional Operations

Non-Lapsing Education Fund (Non-Regional School Districts) (continued)

Such fund may be discontinued, after the recommendation and approval by the Board, and any amounts held in the fund shall be transferred to the general fund of the District.

Legal Reference: Connecticut General Statutes

10-51 (d) (2) Fiscal year. Budget. Payments by member towns; adjustments to payments. Investment of funds. Temporary borrowing. Reserve funds. (as amended by PA 21-2, JSS, Section 363)

10-222 Appropriations and budget

10-248a Unexpended education funds account (as amended by PA 19-117, Section 285)

Public Act 24-45 An Act Concerning Education Mandate Relief, School Discipline and Disconnected Youth (Sections 7-8)

Policy adopted:

rev 10/21

rev 7/24

CABE's version of this mandated policy to consider.

Mission – Goals – Objectives

Nondiscrimination

Nondiscrimination Policy and Notice

Pursuant to Title IX and its regulations (“Final Rule” released on April 19, 2024), the **New Hartford** Board of Education has adopted and implemented a policy stating that the District does not discriminate on the basis of sex and prohibits sex discrimination in any education program or activity it operates, including admission and employment.

The **New Hartford** Public Schools does not discriminate based on race, color, religion, sex, sexual orientation, gender identity or expression, status as a veteran, status as a victim of domestic violence, marital status, pregnancy or related conditions, national origin, protective hairstyles, alienage, ancestry, age, disability, or any other basis prohibited by law and prohibits discrimination, including harassment, in any education program or activity it operates.

The Board shall provide protections from all forms of sex-based harassment, including sexual violence and unwelcome sex-based conduct that creates a hostile environment by limiting or denying a person’s ability to participate in or benefit from a school’s education program or activity.

The District shall take prompt and effective action to end any sex discrimination in its education programs or activities to provide for the prompt and equitable resolution of sex discrimination complaints, prevent recurrence, and remedy its effects. To that end, the District shall act promptly and effectively in response to information about conduct that reasonably may constitute discrimination, including sexual violence and other forms of sex-based harassment. The district shall also ensure that all school employees are trained about their obligations to address sex discrimination and their obligations to notify or provide contact information for the Title IX Coordinator.

The **New Hartford** Board of Education Non-discrimination policy includes protections for students, employees, and applicants against discrimination based on pregnancy, childbirth, termination of pregnancy, lactation, related medical conditions, or recovery from these conditions and shall provide reasonable modifications for students based on pregnancy or related conditions, allow for lactation for employees, and access to a clean, private lactation space for students and employees.

The District shall not disclose personally identifiable information obtained through complying with Title IX, with limited exceptions, such as when there had been prior written consent or when the information is disclosed to the parent of a minor.

Retaliation against anyone who, in good faith, makes a report of harassment or discrimination, files a complaint of harassment or discrimination, serves as a witness, or participates in an investigation or grievance process is also a violation of the **New Hartford** Board of Education’s non-discrimination policy and is prohibited.

Mission – Goals – Objectives

Nondiscrimination Policy and Notice (continued)

The **New Hartford** Public Schools shall notify *students, employees, parents, and others* of this policy and publish it widely. The Board recognizes that due to size and format restrictions of different publications, to ensure the broadest level of distribution, the Board shall publish a statement (Short Version) that the District prohibits sex discrimination in any education program or activity that it operates and that individuals may report concerns or questions to the Title IX Coordinator and provide a link to the “Long Version” of the non-discrimination notice on the District’s website.

The “Short Version” of the Board’s Non-Discrimination statement shall be as follows:

The **New Hartford** Public Schools prohibits sex discrimination in any educational program or activity that it operates. Individuals are encouraged to report concerns or questions to the Title IX Coordinator. The notice of non-discrimination is located at (insert website address to access the “long version” of the Board’s Non-Discrimination Statement.)

The “Long Version” of the Board’s Non-Discrimination Statement shall be as follows:

The **New Hartford** Public Schools does not discriminate on the basis of sex and prohibits sex discrimination in any education program or activity it operates, as required by Title IX and its regulations, including admission and employment.

The **New Hartford** Board of Education has designated the following individual(s) to coordinate efforts to comply with and carry out its non-discrimination responsibilities under Title IX (2024’s “Final Rule,” applicable State laws, and court decisions). Questions regarding the District’s non-discrimination commitments, as well as related laws, regulations, and District policies, may be referred to this/these designated employee(s):

District Title IX Coordinator:

~~(Name or title, office address, email address, and telephone number)~~

Director of Student Services, 530 Main Street, P.O. Box 315, New Hartford, CT 06057-0315
860-379-8546 (<https://www.newhrtfd.org/district1/student-services>)

District’s Other Designees Under Section 504

The **New Hartford** Public School District is required not to discriminate on the basis of sex by Title IX and its implementing regulations. Inquiries about Title IX may be referred to the District’s Title IX Coordinator, the U.S. Department of Education’s Office for Civil Rights, or both.

Mission – Goals – Objectives

Nondiscrimination Policy and Notice (continued)

The U.S. Department of Education's Office for Civil Rights Contact Information:

U.S. Department of Education
Office for Civil Rights
Lyndon Baines Johnson Department of Education Bldg
400 Maryland Avenue, SW
Washington, DC 20202-1100
OCR@ed.gov
800-421-3481

To report information about conduct that may constitute sex discrimination or make a complaint of sex discrimination under Title IX, please refer to ~~(include a link to the location(s) on the website or otherwise describe the location(s) where individuals can report sex discrimination~~ <https://www.newhrtfd.org/district1/student-services/title-ix/non-discrimination-clause>). Any person may also report sex discrimination, including harassment, using the contact information listed for the Title IX Coordinator.

The **New Hartford** Public School's non-discrimination policy and grievance procedures (**Title IX Policy and Administrative Regulation**) Policy [#4000.1/4200.1](#) and [5145.44](#).

(cf. 4000.1 – Title IX)
(cf. 4111 – Recruitment and Selection)
(cf. 4111.1/4211.1 – Affirmative Action)
(cf. 4118.11/4218.11 – Nondiscrimination)
(cf. 4118.112/4218.112 – Sex Discrimination and Sexual Harassment in the Workplace)
(cf. 4118.113/4218.113 – Harassment)
(cf. 5145.4 – Nondiscrimination)
(cf. 5145.5 – Sexual Harassment)
(cf. 5145.51 – Peer Sexual Harassment)
(cf. 5145.52 – Harassment)
(cf. 5145.6 – Student Grievance Procedure)
(cf. 6121 – Nondiscrimination)
(cf. 6121.1 - Equal Educational Opportunity)

Legal Reference: Title VII, Civil Rights Act, 42 U.S.C. 2000e, et seq.
29 CFR 1604.11, EEOC Guidelines on Sex Discrimination.
Title IX of the Educational Amendments of 1972, 20 U.S.C. 1681 et seq.
Title IX Final Rule, May 6, 2020
Age Discrimination in Education Act, 29 U.S.C. §621
Americans with Disabilities Act, 42 U.S.C. §12101
Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. §794

Mission – Goals – Objectives

Nondiscrimination

Legal Reference: (continued)

Title II of the Genetic Information Act of 2008

Title VI of the Civil Rights Act of 1964, 42 U.S.C. §2000d et. Seq.

34 CFR Section 106.8(b), OCR Guidelines for Title IX.

Definitions, OCR Guidelines on Sexual Harassment, Fed. Reg. Vol 62, #49, 29 CFR Sec. 1606.8 (a) 62 Fed Reg. 12033 (March 13, 1997) and 66 Fed. Reg. 5512 (January 19, 2001)

20 U.S.C. 7905 (Boy Scouts of America Equal Access Act)

Meritor Savings Bank. FSB v. Vinson, 477 U.S. 57 (1986)

Faragher v. City of Boca Raton, No. 97-282 (U.S. Supreme Court, June 26, 1998)

Gebbs v. Lago Vista Indiana School District, No. 99-1866, (U.S. Supreme Court, June 26, 1998)

Davis v. Monroe County Board of Education, No. 97-843, (U.S. Supreme Court, May 24, 1999.)

The Vietnam Era Veterans' Readjustment Act of 1974, as amended, 38 U.S.C. §4212

Title II of the Genetic Information Nondiscrimination Act of 2008

Connecticut General Statutes

46a-51 Definitions (as amended by PA 17-127, PA 21-2 and PA 22-82)

46a-58 Deprivation of rights. Desecration of property. Placing of burning cross or noose on property. Penalty. (as amended by PA 17-127 and PA 22-82)

46a-60 Discriminatory employment practices prohibited. (as amended by PA 17-127 and PA 21-69 and PA 22-82)

46a-81a Discrimination on basis of sexual orientation: Definition

10-15c Discrimination in public schools prohibited. School attendance by five-year olds. (Amended by P.A. 97-247 to include "sexual orientation" and P.A. 11-55 to include "gender identity or expression")

10-153 Discrimination on account of marital status.

17a-101 Protection of children from abuse.

PA 17-127, An Act Concerning Discriminatory Practices Against Veterans, Leaves of Absence for National Guard Members...

Public Law 111-256

Meacham v. Knolls Atomic Power Laboratory 128 S.Ct. 2395, 76 U.S.L.W. 4488 (2008)

Mission – Goals – Objectives

Nondiscrimination

Legal Reference: (continued)

Federal Express Corporation v. Holowecki 128 S.Ct. 1147, 76 U.S.L.W. 4110 (2008)

Kentucky Retirement Systems v. EEOC 128 S.Ct. 2361, 76 U.S.L.W. 4503 (2008)

Sprint/United Management Co. v. Mendelsohn 128 S.Ct. 1140, 76 U.S.L.W. 4107 (2008)

Bostock v. Clayton County, Georgia, 140 S.Ct. 1731, 2020 WL3146686 (June 15, 2020)

2024 Amendments to the U.S. Department of Education’s Title IX Regulations (“Final Rule”)

Policy adopted:
cps 7/24

A policy to consider. A sample regulation follows.

Personnel -- Certified/Non-Certified

Security Check/Fingerprinting/Criminal Justice Information

Criminal Justice Information

In order to create a safe and orderly environment for students, all offers of employment will be conditional upon the successful outcome of a criminal record check. In addition, any person applying for employment with the Board shall submit to a record check of the Department of Children and Families (DCF) Child Abuse and Neglect Registry before the person may be hired.

***Note:** Applicants for all positions, certified or non-certified must submit to a check of Department of Children and Families Child Abuse and Neglect Registry.*

Applicants, as required, shall make disclosures containing (1) current and past employers' contact information; (2) authorization allowing contact with such employers; and (3) statements about any past misconduct, discipline, or licensure penalties as a result of sexual misconduct or abuse allegations.

The District, prior to hiring such applicants, applicants, will (1) ensure that they complete the above stated three requirements; (2) review applicants' employment history after making a documented, good faith effort to contact previous employers for information; and (3) request any available information about applicants from SDE.

The background/reference checks shall be done in compliance with the statutory guidelines contained in Board policy #4112.51/4212.51, as ~~amended~~ **updated in 2019**.

District employees shall within 30 days after they are hired submit to state and national criminal checks. District students employed by the school system are exempted from this requirement.

~~*[Optional: After 40 days of continuous employment in the District, the employee will be reimbursed for the cost of the State and National criminal check.]*~~

Workers placed in a school under a public assistance employment program shall also submit to the criminal check if such individuals will have direct contact with students.

~~School nurses and nurse practitioners appointed by the Board or under contract with the Board shall also submit to a criminal history check pursuant to C.G.S. 29-17a.~~

Student teachers placed in District schools as part of completing preparation requirements for the issuance of an educator certificate shall also be required to undergo the same criminal background checks and DCF child abuse and neglect registry check already required for school employees.

A District student, employed by the District or a person employed by the Board as a teacher for a non-credit adult class or adult education activity (as defined in C.G.S. 10-67) who is not required to hold a teaching certificate, pursuant to C.G.S. 10-145b, as amended by PA 18-51, is exempt from the fingerprinting requirement.

Personnel -- Certified/Non-Certified

Security Check/Fingerprinting/Criminal Justice Information (continued)

Criminal Justice Information

Criminal Justice Information (CJI) is to be maintained in accordance with the administrative regulation pertaining to the use and disclosure of criminal justice information.

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

Legal Reference: Connecticut General Statutes

10-221d Criminal history records checks of school personnel. Fingerprinting. Termination or dismissed. (as amended by PA 01-173, PA 04-181 and June 19 Special Session, PA 09-1, PA 11-93, PA 16-67, PA 18-51, and PA 19-91)

29-17a Criminal history checks. Procedure. Fees.

PA 16-67 An Act Concerning the Disclosure of Certain Education Personnel Records

Criminal Justice Information Services (CJIS) Security Policy, Version 5.4, U.S. Department of Justice, Federal Bureau of Investigation, Criminal Justice Information Services Division, October 6, 2015.

Criminal Justice Information Services (CJIS) Security Policy, Version 5.8, June 2019

Policy adopted:

rev 10/18

rev 7/19

rev 4/24

A new model regulation to consider, to fully comply with the procedures mandated through the Criminal Justice Information Services Security Policy, Version 5.8.

Personnel – Certified/Non-Certified

Security Check/Fingerprinting/Criminal Justice Information

CHRI Retention and Destruction

The following administrative regulations are developed to ensure Criminal Justice Information compliance:

Relevant Acronym Key

CJI/CJIS	Criminal Justice Information/Services
CJA	Criminal Justice Agency
CSA	CJIS Systems Agencies
CSO	CJIS Systems Officer
CGA	Contracting Government Agency
AC	Agency Coordinator
CSA ISO	CJIS Systems Agency Information Security Officer
LASO	Local Agency Security Officer
FBI CJIS ISO	FBI CJIS Division Information Security Officer
CJI	Criminal Justice Information
CHRI	Criminal History Record Information
PII	Personally Identifiable Information
COLLECT CJBAU	CT On-Line Law Enforcement Communications Teleprocessing Criminal Justice Business Applications Unit

Purpose

This policy is applicable to any fingerprint-based state and national criminal history record check made for non-criminal justice purposes and requested under applicable federal authority and/or state statute authorizing such checks for hiring personnel for employment in the **New Hartford School District**.

The following policies were developed using the FBI's Criminal Justice Information Services (CJIS) Security Policy. While the **New Hartford School District** may complement CJIS policy with local requirements, CJIS policy shall always be the minimum standard. The local policy may augment or increase the standards but shall not detract from the CJIS Security Policy Standards.

Personnel – Certified/Non-Certified

Security Check/Fingerprinting/Criminal Justice Information

CHRI Retention and Destruction (continued)

Criminal Justice Information (CJI) and Criminal History Record Information (CHRI)

CJI is the term used to refer to all of the FBI CJIS-provided data necessary for law enforcement and civil agencies to perform their missions, including, but not limited to, biometric, identity history, biographic, property, and case/incident history data.

CHRI is a subset of CJI and is considered interchangeable for purposes of this document. Due to its comparatively sensitive nature, additional controls are required for the access, use and dissemination of CHRI. In addition to the dissemination restrictions outlined below, Title 28, Part 20, Code of Federal Regulations (CFR), defines CHRI and provides the regulatory guidance for dissemination of CHRI

Requesting CHRI Checks

Fingerprint-based CHRI checks will only be conducted as authorized by the FBI and the Connecticut Department of Emergency Services and Public Protection COLLECT CJBAU, in accordance with all applicable state and federal rules and regulations.

If an applicant or employee is required to submit to a fingerprint-based state and national criminal history record check, they shall be informed of this requirement and instructed on how to comply with the law. Such instructions will include information on the procedure for submitting fingerprints. In addition, the applicant or employee will be provided with all information needed to successfully register for a fingerprinting appointment.

Acceptable Use of CHRI

All CHRI is subject to strict state and federal rules and regulations. CHRI is used only for the official purpose for which it was requested, and CHRI cannot be shared with other entities for any purpose, including subsequent hiring determinations. All receiving entities are subject to audit by the COLLECT CJBAU (Connecticut On-Line Law Enforcement Communications Teleprocessing/Criminal Justice Business Applications Unit) and the FBI, and failure to comply with such rules and regulations could lead to sanctions. Furthermore, the **New Hartford School District** and the employee responsible for overseeing CJI can be charged with federal and state crimes for the willful, unauthorized disclosure of CHRI.

Personnel – Certified/Non-Certified

Security Check/Fingerprinting/Criminal Justice Information

CHRI Retention and Destruction (continued)

Personnel Training

An informed review of a criminal record requires training. Accordingly, all personnel authorized to receive and/or review CHRI for the **New Hartford** School District will review and become familiar with educational and relevant training materials regarding CHRI laws and regulations made available by the appropriate agencies.

In addition to the above, all personnel authorized to receive and/or review CHRI must undergo Security Awareness Training on a biennial basis. This training will be accomplished using the training provided by CJIS Online.

The Superintendent or his/her/their designee will be responsible for overseeing all training programs and adherence to all training requirements.

Personnel Security (All Personnel)

All personnel requiring access to CHRI must first be deemed “Authorized Personnel” by the Superintendent or his/her/their designee. The COLLECT CJBAU will review and determine if access is appropriate. Access is denied if the individual has ever had a felony conviction of any kind, no matter when it occurred. Access may be denied if the individual has one or more recent misdemeanor convictions.

In addition to the above, an individual believed to be a fugitive from justice or having an arrest history without convictions will be reviewed to determine if access to CHRI is appropriate. The COLLECT CJBAU will take into consideration extenuating circumstances where the severity of the offense and the time that has passed would support a possible variance.

Persons already having access to CHRI and who are subsequently arrested and/or convicted of a crime will:

1. Have their access to CVHRI suspended until the outcome of an arrest is determined and reviewed by the COLLECT CJBAU to determine if continued access is appropriate;
2. Have their access suspended indefinitely if a conviction results in a felony of any kind;
3. Have their access denied by the COLLECT CJBAU, where it is determined that access to CHRI by the person would not be in the public’s best interest.

Support personnel, contractors, and custodial workers will be denied access to CHRI. If such persons need to be in an area (s) where CHRI is maintained or processed (at rest or in transit), they will be escorted by authorized personnel or under their supervision at all times while in the area(s). .

Personnel – Certified/Non-Certified

Security Check/Fingerprinting/Criminal Justice Information

CHRI Retention and Destruction (continued)

Personnel Termination

The Local Agency Security Officer (LASO) shall terminate access to CHRI immediately upon notification of an individual's termination of employment.

The **New Hartford** School District shall follow the following CHRI termination process:

1. Notification will be sent via email to the COLLECT CJBAU;
2. This is to be done within 24 hours of receiving notification of termination;
3. All keys, email accounts, and other district accounts and materials identified by the Superintendent. will be obtained/disabled from the user within 24 hours.

Adverse Decisions Based on CHRI

If inclined to make an adverse decision based on an individual's CHRI, the **New Hartford** School District will take the following steps prior to making a final adverse determination:

1. Provide the individual the opportunity to complete or challenge the accuracy of his/her/their CHRI; and
2. Provide the individual with information on the process for updating, changing, or correcting CHRI.

A final adverse decision based on an individual's CHRI will not be made until the individual has been afforded a reasonable fifteen-day period (15) to correct or complete the CHRI.

Non-Criminal Agency Coordinator (TAC)

The **New Hartford** School District TAC is **the Executive Assistant to the Superintendent** and is responsible for the following:

1. Maintaining an updated Authorized Personnel List on file with the COLLECT CJBAU.
 - a. Ensuring everyone included on this list must undergo the appropriate level of CJIS Security Awareness Training;
 - b. Ensuring everyone included on the list has appropriate access based on job functions and a need-to-know basis.
2. Inform the COLLECT CJBAU of changes in the agency head or any relevant business information (agency name changes, mailing/physical address changes, etc.).
 - a. Contact the COLLECT CJBAU immediately to update the User Agreement and, if necessary, submit the new authorization to the COLLECT CJBAU;
 - b. Submit a TAC change form to the COLLECT CJBAU in the event of a change in roles.

Personnel – Certified/Non-Certified

Security Check/Fingerprinting/Criminal Justice Information

CHRI Retention and Destruction (continued)

Local Agency Security Officer (LASO)

The **New Hartford** School District LASO is **the Superintendent of Schools** and is responsible for the following:

1. Identifying who is using or accessing CHRI and/or systems with access to CHRI;
2. Ensuring that personnel security screening procedures are being followed as stated in this policy.
3. Ensuring the approved and appropriate security measures are in place and working as expected.

Storage of CHRI

CHRI shall only be stored for extended periods of time when necessary to ensure the integrity and/or utility of an individual's personnel file. Administrative, technical, and physical safeguards, which comply with the most recent COLLECT CJBAU and FBI Security Policy, have been implemented to ensure the security and confidentiality of CHRI. Each individual involved in the handling of CHRI is to become familiarized with these safeguards.

In addition to the above, each individual involved in handling CHRI will strictly adhere to the policy on its storage and destruction.

Media/Physical Protection

All media containing CHRI must be protected and secured at all times. The following is established and to be implemented to ensure the appropriate security, handling, transporting, and storage of CHRI media in all forms.

Controls shall be in place to protect electronic and physical media containing CHRI while at rest, stored, or actively being accessed. "Electronic media" includes memory devices in laptops and computers (hard drives) and any removable, transportable digital memory media, such as magnetic tape or disk, backup medium, optical disk, flash drives, external hard drives, or digital memory card. "Physical media" includes printed documents and imagery that contain CHRI.

The District shall securely store electronic and physical media within physically secure locations or controlled areas and restrict access to electronic and physical media to only authorized individuals. If physical and personnel restrictions are not feasible, the data shall be encrypted per Section 5.10.1.2.

Personnel – Certified/Non-Certified

Security Check/Fingerprinting/Criminal Justice Information

CHRI Retention and Destruction (continued)

Physical Storage and Access

Physical CHRI media shall be securely stored within physically secured locations or controlled areas. A physically secure location is a facility or an area, a room, or a group of rooms within a facility with both the physical and personnel security controls sufficient to protect the FBI CJI and associated information systems. The perimeter of the physically secure location shall be prominently posted and separated from non-secure locations by physical controls. Access to such media is restricted to authorized personnel only and shall be secured at all times when not in use or under the supervision of an authorized individual.

Only authorized personnel will have access to physically secure non-public locations. The Superintendent or his/her/their designee will maintain and keep a list of authorized personnel. Before granting access, all physical access points into the District's secure areas will be authorized. The Superintendent or his/her/their designee will implement access controls and monitor physically secure areas to protect all transmission and display mediums of CJI.

Authorized personnel will take necessary steps to prevent and protect the agency from physical, logical, and electronic breaches.

Physical CHRI media:

1. Is to be stored within employee records when feasible or by itself when necessary.
2. Is to be maintained within a lockable filing cabinet, drawer, closet, office, safe, vault, or other secure container.

Electronic CHRI media:

1. Is to be stored on secure servers within a physically secure location when feasible.
2. (Include details on how electronic CHRI is secured.)

Destruction of CHRI

Disposal of Physical Media

Once physical CHRI media (paper/hard copies) is determined to be no longer needed by the District, it shall be destroyed and disposed of appropriately. Physical CHRI media shall be destroyed by cross-cut shredding or incineration. The Superintendent or his/her/their designee will ensure such destruction is witnessed or carried out by authorized personnel:

1. The LASO shall witness or conduct disposal
2. Cross-cut shredding will be the method of destruction used by the District.

Personnel – Certified/Non-Certified

Security Check/Fingerprinting/Criminal Justice Information

CHRI Retention and Destruction (continued)

Destruction of CHRI

Media Sanitization and Disposal (Disposal of Electronic Media)

Once the District determines that electronic CHRI media (data stored on computers) are no longer needed, they shall be destroyed and disposed of appropriately.

The **New Hartford** Public Schools shall choose one of the following options below to use in this policy:

Option 1: Overwriting

Overwriting involves a program writing onto the media where the file to be sanitized is located. The NCJA will sanitize the electronic CHRI by overwriting the data at least three times before disposing of or reusing the computer/device/system on which it was stored. Overwriting the CHRI data must be completed or witnessed by authorized district personnel.

Option 2: Degaussing

Degaussing is a method to magnetically erase data from magnetic media. Two types of degaussing exist: strong magnets and electric degausses. Note that common magnets are weak and cannot effectively degauss magnetic media. The NCJA will degauss the electronic CHRI prior to disposing of or reusing the computer/device/system on which the electronic CHRI was stored. Degaussing the CHRI data must be completed or witnessed by authorized district personnel. (Degaussing means neutralizing a magnetic field to erase information from a magnetic disk or other storage device.)

Option 3: Destruction

If the computer/device on which the CHRI data is stored is no longer operational, The NCJA must physically destroy the device. Destruction of the device containing physical electronic CHRI, including printouts and other media, shall be disposed of by one of the following methods:

Remote Access

The Superintendent shall authorize, monitor, and control all methods of remote access to the information systems that can access, process, transmit, and/or store FBI CJI. Remote access means any temporary access to an agency's information system by a user or information system communicating temporarily through an external, non-district-controlled network, such as the Internet.

The District shall employ automated mechanisms to facilitate the monitoring and control of remote access methods. The Superintendent or his/her/their designee shall control all remote access through managed access control points and may permit remote access for privileged functions only for compelling operational needs. However, this person shall document the rationale for such access in the security plan for the information system.

Personnel – Certified/Non-Certified

Security Check/Fingerprinting/Criminal Justice Information

CHRI Retention and Destruction

Destruction of CHRI (continued)

Remote Access (continued)

It is prohibited to use publicly accessible computers to access, process, store, or transmit CJI. Publicly accessible computers include but are not limited to, hotel business center computers, convention center computers, public library computers, and public kiosk computers.

Personally Owned Information Systems

A personally owned information system shall not be authorized to access, process, store or transmit CJI unless the agency has established and documented the specific terms and conditions for personally owned information system usage. A personal device includes portable technology like a camera, USB flash drives, USB thumb drives, DVDs, CDs, air cards, mobile wireless devices, or any personal desktop computer. When bringing your own devices are authorized, they shall be controlled using the requirements in Section 5.13 of the CJIS Security Policy.

Disciplinary

If an individual employed by the **New Hartford** Public School District has misused or is currently misusing CHRI, the following requirements will be adhered to:

1. Using CHRI for any purpose other than what is allowed by state statute or Federal code is considered misuse.
2. **The specific steps the District will take in the event intentional misuse is discovered.
3. Misuse of CHRI can result in loss of access to CHRI, loss of employment, and/or criminal prosecution.
4. Misuse of CHRI shall be reported to the State.

**(CABE's Policy Department recommends consulting with the Board attorney regarding item #2 and a general review of the Disciplinary section of this policy.)

Incident Response

The security of information and systems in general, and of CHRI in particular, is a top priority for the **New Hartford** Public School district. Therefore, the District has established appropriate operational incident response procedures for instances of an information security breach. It is each individual's responsibility to adhere to established security guidelines and policies and to be attentive to situations and incidents that pose risks to security. Furthermore, it is each individual's responsibility to immediately report potential or actual security incidents to minimize any breach of security or loss of information.

Personnel – Certified/Non-Certified

Security Check/Fingerprinting/Criminal Justice Information

CHRI Retention and Destruction

Incident Response (continued)

The following security incident handling procedures must be followed by each individual:

1. All incidents will be reported directly to the LASO.
2. If any records are stolen, the incident will also be reported to appropriate authorities.
3. Once the cause of the breach has been determined, disciplinary measures will be taken in accordance with the disciplinary policy of the District

In addition to the above, the LASO shall report all security-related incidents to the COLLECT CJBAU within 24 hours.

All District personnel with access to FBI and/or COLLECT CJBAU CHRI have a duty to protect the system and related systems from physical and environmental damage and are responsible for the correct use, operation, care, and maintenance of the information. All existing laws, District regulations, and policies apply, including those that may apply to personal conduct. Misuse or failure to secure any information resources may result in temporary or permanent restriction of all privileges up to employment termination.

The Superintendent shall ensure that all staff members are aware of this policy and that those responsible for implementation and oversight receive adequate training and updates.

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

Legal Reference: Connecticut General Statutes

10-221d Criminal history records checks of school personnel. Fingerprinting. Termination or dismissed. (as amended by PA 01-173, PA 04-181, June 19 Special Session, PA 09-1, PA 11-93, PA 16-67 and PA 18-51, and PA 19-91)

17a-101k Registry of findings of abuse or neglect of children maintained by Commissioner of Children and Families. Notice of finding of abuse or neglect of child. Appeal of finding. Hearing procedure. Appeal after hearing. Confidentiality. Regulations.

29-17a Criminal history checks. Procedure. Fees.

PA 16-67 An Act Concerning the Disclosure of Certain Education Personnel Records.

PA 16-83 An Act Concerning Fair Chance Employment

Criminal Justice Information Services (CJIS) Security Plan, Version 5.8, 06/01/2019 Prepared by CJIS Information Officer Approved by CJIS Advisory Policy Board

Regulation approved:

A model policy to consider. (Required policy July 2025)

Students

Challenging Behavior Prevention: Restorative Practices Response

Introduction

Related to all matters of student discipline, the Board of Education requires district staff to make every effort to correct student challenging behavior through school-based resources and to support students in learning the skills necessary to enhance a positive school climate and avoid challenging behavior.

For most behaviors, schools should minimize the use of in-school and out-of-school suspensions, recommendations for expulsion, and referrals to law enforcement to the extent practicable while in compliance with state statutes, local ordinances, and mandatory reporting laws. It is the goal of the **New Hartford Public Schools** and the Board of Education that the juvenile and criminal justice systems be utilized rarely to address all forms of challenging behavior.

All challenging behavior procedures and responses shall ensure due process and be enforced uniformly, fairly, consistently, and in a manner that does not discriminate on the basis of ethnicity, race, color, religion, national origin, ancestry, gender, sexual orientation, gender identity or expression, age, or disability.

For the school year beginning July 1, 2025, the **New Hartford** Board of Education adopts this “Restorative Practices Response” policy to be implemented by school employees for incidents of challenging behavior or student conflict that is nonviolent and does not constitute a crime. This policy shall not include the involvement of school resource officers or other law enforcement officials. ~~unless the behavior or conflict becomes violent or criminal.~~

The Board of Education (Board) supports the District’s fundamental mission to provide all students the opportunity to achieve academically and socially and emotionally, ethically, civically, and intellectually at the highest levels and to become a contributing and engaged citizen in our diverse society. All students should have the opportunity to develop their skills, knowledge, and competencies in a nurturing and accountable school setting. Schools play an important role in helping families and children make responsible decisions, cooperate with others, and have a successful life. Children at times find it difficult to effectively manage their emotions and focus on their studies. Developmentally appropriate social and emotional skills building allows students to cope with stress so they can access learning and develop into productive adults. Learning is a social activity, which means children have to be ready to learn by regulating their emotions and working constructively with others. Social and emotional learning (SEL) helps build positive school climate by developing emotional intelligence through self-awareness, self-management, goal setting, social awareness, relationship building, collaborative skills, and responsible decision making. Students should receive effective and engaging teaching, with curriculum, instruction, and assessment designed to address the needs of diverse learners.

Students

Challenging Behavior Prevention: Restorative Practices Response (continued)

Restorative approaches recognized the unique strengths, needs and interests of students, and present an opportunity for schools to develop a structure that utilizes practices that will create a more equitable path for all students. Utilizing restorative practices allows for schools to embody more equitable approaches and meet the students' short and long term needs.

The Board believes that all students have a right to attend schools that are safe and free from unnecessary disruption. The Board believes that appropriate student behavior, reinforced by an effective system of discipline, is essential to create and maintain a positive school climate. This is the joint responsibility of students, staff, parents, and the community.

The Board requires District schools to implement restorative practices in response to conflict and harm. The "Restorative Practices Response" philosophy supported by the Board views misconduct as a violation against people and damaging to relationships in the school and throughout the community. The Board recognizes that schools may involve a wide range of people in the "Restorative Practices Response" process, voluntarily including victims, who are often teachers, school staff, bystanders, other students, and the school community.

The four main goals of Restorative Practices Response are:

1. **Relationship Building:** creating a school environment where everyone is safe, welcomed, supported, and included in all school-based activities and focuses on high-quality, constructive relationships among the school community members;
2. **Accountability:** Restorative Practices Response strategies hold each student accountable for any challenging behavior;
3. **Community Safety:** Restorative Practices recognize the need to keep the school community safe through strategies ensuring that all students have a role in repairing relationships affected by challenging behavior. In safe, supportive education environments students feel a sense of belonging and allow schools to challenge policies and procedures that prevent student growth;
4. **Competency Development:** Restorative Practices Response seeks to increase the social emotional intelligence skills of those who have harmed others, address underlying factors that lead students to engage in a form of challenging behavior, and build on strengths.

Definitions

Through adopting the Connecticut School Climate Policy (5131.911), the Board endorses a "Restorative Practices Response" approach to student discipline. As defined in Policy 5131.911,

Restorative Practices mean evidence and research-based system-level practices that focus on (A) building high-quality, constructive relationships among the school community, (B) holding each student accountable for any challenging behavior, and (C) ensuring each such student has a role in repairing relationships and reintegrating into the school community.

Students

Challenging Behavior Prevention: Restorative Practices Response

Definitions (continued)

“Challenging Behavior” means behavior that negatively impacts school climate or interferes, or is at risk of interfering with, the learning or safety of a student or the safety of a school employee.

“Evidenced-Based Practices” in education refer to instructional and school-wide improvement practices that systematic empirical research has provided evidence of statistically significant effectiveness.

“School Climate” means the quality and character of school life, with a particular focus on the quality of the relationships within the school community, and which is based on patterns of people’s experiences of school life and that reflects the norms, goals, organizational structures within the school community.

“Social and Emotional Learning” means the process through which children and adults achieve emotional intelligence through the competencies of self-awareness, self-management, social awareness, relationship skills and responsible decision-making.

“Emotional Intelligence” means the ability to (A) perceive, recognize, and understand emotions in oneself or others, (B) use emotions to facilitate cognitive activities, including, but not limited to, reasoning, problem solving and interpersonal communication, (C) understand and identify emotions, and (D) manage emotions in oneself and others.

“School Community” means any individuals, groups, businesses, public institutions and nonprofit organizations that are invested in the welfare and vitality of a public school system and the community in which it is located, including, but not limited to, students and their families, members of the local or regional board of education, volunteers at a school and school employees.

“School Environment” means a school-sponsored or school-related activity, function or program, whether on or off school grounds, including at a school bus stop or on a school bus or other vehicle owned, leased or used by a local or regional board of education, and may include other activities, functions or programs that occur outside of a school-sponsored or school-related activity, function or program if ~~bullying~~ **challenging behavior** at or during such other activities, functions or programs negatively impacts the school environment.

Purpose

The purpose of this policy is to support school discipline that:

1. The school district community has a shared vision and plan for promoting and sustaining a positive school climate that focuses on prevention, identification and response to all challenging behavior;
2. Maintains safe and engaging learning communities;

Students

Challenging Behavior Prevention: Restorative Practices Response

Purpose (continued)

3. Assures consistency and coherence across all schools in the District;
4. Defines and communicates expectations for student behavior;
5. Defines and communicates expectations for staff responsibility related to school discipline;
6. Balances the needs of the student, the needs of those directly affected by “challenging behaviors,” and the needs of the overall school community;
7. Assures equity across racial, ethnic, and cultural groups, as well as all other protected classes, including but not limited to gender, color, national origin, ancestry, religion, age, disability, sexual orientation, and gender identity and expression.

General Principles

1. A positive school climate is best accomplished by preventing challenging behavior before it occurs and using effective restorative practices, in response to those challenging behaviors that may occur despite proactive measures;
2. School safety and academic success are formed and strengthened when all school staff and employees build positive relationships with students and their parents and/or guardians;
3. Effective school climate maximizes the amount of time students spend learning academically, socially, and emotionally, ethically, civically, and intellectually and minimizes the amount of time students cause disruption or are removed from their classrooms due to an act of challenging behavior;
4. School discipline should be reasonable, timely, fair, age-appropriate, and should be proportionate to the student’s challenging behavior. Response to an act of challenging behavior that is rooted in restorative practices will provide meaningful instruction and guidance, offers students an opportunity to learn from their mistakes and is more likely to result in engaging rather than punitive responses to challenging behavior. The school community should adopt policies that promote a restorative school environment focused on overcoming barriers to teaching and learning by building and supporting meaningful school-wide relationships, and intentionally re-engaging and disengaged students, educators, and families of students in the school community;
5. Effective school climate improvement is a restorative process that engages all school community members in promoting positive school climate. The vast majority of challenging behaviors should be addressed at the classroom level by teachers; however, behaviors that cannot be addressed at this level should receive more targeted and intensive interventions, as determined by an individualized assessment;

Students

Challenging Behavior Prevention: Restorative Practices Response

General Principles (continued)

6. The District serves a diverse community. In order to serve all students and to prepare them to be members of an increasingly diverse community, schools and staff must build cultural competence. We must commit to eliminating ~~institutional racism and any other~~ **all** discrimination that presents barriers to success. The school community should create a school environment where everyone is safe, welcomed, supported, and included in all school-based activities;
7. Challenging behaviors, which may be subject to disciplinary action, including any within the school environment, but not limited to those occurring during either curricular or extracurricular activities, in classrooms, in school buildings, on school grounds, or in school vehicles, when such conduct is detrimental to the school environment and to the welfare or safety of other students or school personnel.

General Policy Guidelines

The District's system of school climate improvement is built on the incorporation of restorative practices, which should include:

Evidence and research-based system-level restorative practices that focus on:

- 1.) building high-quality, constructive relationships among the school community,
- 2.) holding each student accountable for any challenging behavior, and
- 3.) ensuring each such student has a role in repairing relationships and reintegrating into the school community.

Restorative practices should be guided by the Connecticut School Climate Standards:

1. The school district community has a shared vision and plan for promoting and sustaining a positive school climate that focuses on prevention, identification, and response to all challenging behavior.
2. The school district community adopts policies that promote: a) a sound school environment that the develops and sustains academic, social, emotional, ethical, civic, and intellectual skills; and b) a restorative school environment focused on overcoming barriers to teaching and learning by building and supporting meaningful school-wide relationships, and intentionally reengaging any disengaged students, educators, and families of students in the school community.
3. The school community's practices are identified, prioritized, and supported to: a) promote learning and the positive academic, social, emotional, ethical, and civic development of students. b) enhance engagement in teaching, learning, and school-wide activities. c) address barriers to teaching and learning; and d) develop and sustain a restorative infrastructure that builds capacity, accountability, and sustainability.

Students

Challenging Behavior Prevention: Restorative Practices Response

General Policy Guidelines (continued)

4. The school community creates a school environment where everyone is safe, welcomed, supported, and included in all school-based activities.
5. The school community creates a restorative system that cultivates a sense of belonging through norms and activities that promote social and civic responsibility, and a dedication to cultural responsiveness, diversity, equity, and inclusion:
 - a. Practicing early identification and assessment of struggling students;
 - b. Using a problem solving/collaborative process to provide interventions matched to student needs;
 - c. Ensuring timely progress monitoring and feedback; and
 - d. Delivering scientific research based interventions

The District shall post this policy on the District website and in each school. A copy of this policy and accompanying procedures shall be readily available in each school's administration office.

Copies of this policy, any accompanying procedures/regulations, and school rules will be made available, upon request, to each student and parent/guardian, and, upon request, promptly translated in a language that the parent/guardian can understand.

Applying the goals related to Restorative Practices Response, this policy's definitions, purpose, principles and guidelines, the Superintendent, or his/her/their designee shall develop such procedures and provide for any training necessary as may be needed to effectively implement this policy.

- (cf. 1110.1 – Parent Involvement)
- (cf. 4131 – Staff Development)
- (cf. 5114 – Suspension/Expulsion; Student Due Process)
- (cf. 5131 – Conduct)
- (cf. 5131.1 – Bus Conduct)
- (cf. 5131.6 – Drugs, Alcohol, Tobacco)
- (cf. 5131.7 – Weapons and Dangerous Instruments)
- (cf. 5131.8 – Out of School Grounds Misconduct)
- (cf. 5131.9 – Gang Activity or Association)
- (cf. 5131.911 – Connecticut School Climate Policy)
- (cf. 5131.913 – Cyberbullying)
- (cf. 5131.92 – Corporal Punishment)
- (cf. 5141.4 – Reporting of Child Abuse and Neglect)
- (cf. 5144 – Discipline/Punishment)
- (cf. 5144.3 – Discipline of Students with Disabilities)
- (cf. 5145.4 – Nondiscrimination)
- (cf. 5145.5 – Sexual Harassment)
- (cf. 5145.52 – Harassment)

Students

Challenging Behavior Prevention: Restorative Practices Response

Legal Reference: Connecticut General Statutes
4-177 through 4-180. Contested Cases. Notice. Record, as amended.
10-233a through 10-233f Suspension, removal and expulsion of students,
as periodically amended.
21a-240(9) Definitions.
53a-3 Definitions.
GOALS 2000: Educate America Act, Pub. L. 103-227.
18 U.S.C. 921 Definitions
Title III - Amendments to the Individuals with Disabilities Act Sec. 314
Elementary and Secondary Schools Act of 1968, as amended by the Gun
Free Schools Act of 1994
PL 105-17 The Individuals with Disabilities Act, Amendments of 1997
P.L. 108-446 Individuals with Disabilities Education Improvement Act of
2004
State v. Hardy, 896 A.2d 755, 278 Conn 113 (2006)
Public Act 23-167, Section 74, An Act Concerning Transparency in
Education

Policy adopted:

cps 4/24

An administrative regulation to consider/modify to fit the local learning community.

Students

Challenging Behavior Prevention: Restorative Practices Response

The following procedures are developed for the implementation of Board policy #5144.12. These procedures are designed to be consistent with the general purpose and principles outlined in the aforementioned policy, as well as consistent with federal and state statutes and regulations.

The District and staff are committed to establishing positive learning environments that ensure that all students have access to a quality education. The District recognizes that a key aspect of maintaining a healthy and safe environment is establishing ~~order~~ and maintaining **positive and constructive behavior** in our schools. This goal can only be achieved through the cooperative efforts of our school personnel, students, parents, guardians, and our community.

School Discipline Administration

1. Staff training will be provided as needed to ensure that the ~~disciplinary program~~ **Restorative Practices** in each school are effective and that relevant policies and procedures are equitably applied. **Such training will include, but not limited to, strategies and approaches related to Restorative Practices and its theoretical framework.**
2. School district staff responsible for implementing this policy shall do so without discrimination based on ethnicity, race, color, religion, national origin, ancestry, gender, sexual orientation, sexual identity or expression, age or disability.
3. ~~Discipline for disabled~~ **The response to challenging behavior related to exhibited by students receiving special education and tiered intervention supports** shall be in accordance with the student's Individualized Education Program (IEP), any behavior intervention plan, 504 Plan, and Board policy.
4. The District believes that developing strong relationships with families is the first step in establishing safe and healthy schools. ~~The District and staff want to work collaboratively with families to establish positive relationships that aid in the development and achievement of all students.~~ School staff members are encouraged to contact parents early in the school year to proactively establish positive school-home communication and throughout the school year to share student successes and challenges, and develop plans to help students have access to a quality education. **The District Schools will convene parent sessions to educate the community on Restorative Practices Response and how it will be implemented in the schools.**
5. The District is committed to eliminating disparity in school discipline with respect to its underserved populations by reducing the number of referrals, suspensions, and expulsions. The staff will engage in restorative practices that enhance school **culture climate** and ~~improve~~ **develop discipline systems to address a system for addressing challenging behavior that promotes equity.** Staff members are specifically charged with monitoring the impact of their actions on students from racial and ethnic groups or other protected classes that have historically been over-represented among those students who are suspended, expelled or referred to law enforcement.

Students

Challenging Behavior Prevention: Restorative Practices Response

School Discipline Administration (continued)

5. (continued) The District will collect discipline data examining and aggregating referrals and disciplinary responses. In addition, principals will provide the Superintendent with an annual report highlighting Restorative Practices Response programs and their impact on school climate and the number of referrals and disciplinary actions.

School-Level Rules

In developing school-level ~~disciplinary rules~~ rules of behavior, the school shall solicit the participation, views, and ~~advice~~ feedback of at least one representative selected by each of the following groups:

1. Parents/guardians
2. Teachers
3. School administrators
4. For middle, junior high and high schools, students enrolled in the school

The “rules” shall be consistent with law, Board of Education (Board) policy, and District administrative regulations. The development of the rules shall be informed by school-level ~~discipline~~-challenging behavior data as described in policy #5144.12.

The school shall also solicit participants’ views on whether school-level and District-level ~~discipline rules~~ standards of behavior are being equitably and fairly applied. The confidentiality of student records shall be maintained at all times.

Interventions and Consequences

General: Effective school ~~discipline policies~~ responses related to challenging behavior shall promote ~~disciplinary responses~~ interventions that refrain from interrupting a student’s education to the extent possible. Schools should minimize the use of suspensions, recommendations for expulsion, and referrals to law enforcement, to the extent practicable while remaining consistent with federal and state statutes, regulations and Board policies.

Reasonable Responses to Challenging Behavior Consequences: ~~Consequences~~ Responses should be reasonable, fair, age-appropriate, and match the severity of the student’s misbehavior, as well as and through restorative practice consider the impact on the victim and/or community. ~~Consequences that are paired~~ Restorative practices that include meaningful instruction and guidance (~~corrective feedback and re-teaching~~) offer students an opportunity to learn from their mistakes and contribute back to the school community, and are more likely to result in ~~getting~~ having the student re-engage in learning.

Students

Challenging Behavior Prevention: Restorative Practices Response (continued)

Relevant Factors Considerations For Determining Restorative Practices

1. Age, health and ~~disability or~~ special education status of the student.
2. Appropriateness of student's academic placement.
3. Student's prior conduct and record of challenging behavior.
4. Student's attitude.
5. ~~Level of parent/guardian's cooperation and involvement.~~
5. Student's willingness to repair the harm.
6. Seriousness of the offense and the degree of harm caused.
7. Impact of the incident on overall school community.
8. The availability of prevention programs that are designed to address student misbehavior **challenging behavior** should also be considered prior to disciplining students **determining a restorative practices response**.

Interventions/Alternative Means of Correction: When ~~misconduct~~ **challenging behavior** occurs, schools shall investigate the circumstances and gather facts that will help determine appropriate interventions and ~~consequences~~ **a restorative response** for that student, with emphasis on correcting student misbehavior through school-based resources. ~~at the lowest possible level.~~ **Interventions Responses to challenging behavior** should provide students an opportunity to learn from their mistakes, and reengage the student in learning. All interventions should balance the needs of the student, the needs of those directly affected by the behavior, and the needs of the overall school community.

Each school is responsible for incorporating ~~an intervention~~ **a restorative response** framework into its planning to reduce referrals and suspensions through pro-active intervention, positive behavioral support, restorative practices, and other non-punitive approaches to ~~discipline~~ **challenging behavior** focused on maximizing student achievement, reducing ~~behavior problems,~~ **such behaviors** and avoiding loss of instructional time through the use of tiered interventions. **That intervention framework shall integrate a Restorative Practices framework.**

Referral of students from the classroom environment for ~~misbehavior~~ **challenging behaviors** should be avoided. The District expects that alternatives to suspension and ~~progressive discipline approaches~~ **restorative practices** shall be utilized prior to referring a student out of the classroom. The District expects that alternatives will be undertaken within the classroom except where suspension for ~~certain~~ **specific** offenses is ~~permitted~~ **required** by statute and Board policy or where it can be documented that the ~~behavior violation~~ **challenging behavior** imposes a clear danger to ~~persons~~ **others**.

There are three types of intervention strategies to be considered: Administrative, Restorative, and Skill-based/Therapeutic.

1. **Administrative Strategies** are statutorily, ~~rule-based, or contract-based~~ **or policy required** interventions ~~done~~ **responding** "to" the offender. These include removal from the classroom, detention, suspension, and expulsion.

Students

Challenging Behavior Prevention: Restorative Practices Response (continued)

Interventions/Alternative Means of Correction (continued)

2. **Restorative Strategies** coordinate with Connecticut's School Climate Policy as they are problem solving interventions ~~done~~ responding "with" the offender. They are driven by justice ~~an opportunity to for restoration for the harm caused as much as possible and by~~ focusing on the harm caused and how it will be repaired. A successful restorative justice ~~practice response~~ strategy may utilize ~~collaboration in~~ interventions with allied agencies and professionals. An assessment of the incident/conduct will be ~~done~~ completed and a determination will be made by the school or district whether a face-to-face meeting with all parties is appropriate. Examples may include:
 - a. Family group conferencing
 - b. Victim-offender mediation
 - c. Classroom ~~peace~~ ~~mediation~~ restorative circles
 - d. Reparation of harm
3. **Therapeutic/Resource Strategies** are ~~done~~ responses "by" the offender and require intrinsic motivational behavior change. Such interventions include:
 - a. Mental health counseling
 - b. Anger management classes
 - c. Informal mentoring and behavior coaching

Teachers and administrators should ~~consider~~ intentionally utilize ~~different~~ various types of strategies, or multiple strategies simultaneously, to ~~deal with~~ address and correct misbehavior challenging behavior, especially for 2nd or 3rd multiple offenses.

Consider adopting a District Restorative Practices Response statement and model with a common framework, definitions, and procedures. This statement and model should be widely displayed and available to all members of the school community.

Considerations for adopting a District Restorative Practices Response Model:

1. The degree to which the model is easily integrated with the District's Discipline policy;
2. The degree to which the model receives buy-in from the staff and school community;
3. The degree to which the model can be consistently and reliably implemented;
4. The degree to which adherence to the model is supported by research and yields positive results.

A statement and model can be designed in a manner similar to the following example:

Restorative Justice Practices in New Hartford Public Schools

The Board considers Restorative Practices Response as a set of principles and practices used to build community, respond to harm/conflict, and provide individual circles of support for students in District schools. By building, maintaining, and restoring relationships between members of the entire school community, the District strives to create an environment where all students can thrive. The Restorative Justice Practices approach to school discipline is to be implemented through a 3-tier, school-wide model.

Students

Challenging Behavior Prevention: Restorative Practices Response (continued)

Interventions/Alternative Means of Correction (continued)

Tier 1: Community Building (Prevention/Relate)

Tier I is characterized by the use of social emotional skills and practice (classroom circles) to build relationships, create shared values and guidelines, and promote restorative conversations following behavioral disruption. The goal is to build a caring, intentional, and equitable community with conditions conducive to learning.

Tier 2: Restorative Processes (Intervention/Repair)

Tier 2 is characterized by the use of non-punitive response to harm/conflict such as ~~harm~~ restorative circles, mediation, or family group conferencing to respond to disciplinary issues in a restorative manner. This process addresses the root causes of the harm, supports accountability for the offender, and promotes healing for the victim(s), the offender, and the school community.

Tier 3: Supported Re-entry (Individualized/Re-Integrate)

Tier 3 is characterized by 1:1 support and successful re-entry of youth following suspension, truancy or expulsion ~~or incarceration~~. The goal is to welcome youth to the school community in a manner that provides wraparound support and promotes student accountability and achievement.

Classroom-based Strategies to Reduce Challenging Behaviors

Classroom-based strategies include, but are not limited to:

1. Explicit re-teaching of behavioral expectations;
2. ~~Separating students;~~ Limiting student interactions and proximity when feasible;
3. ~~Writing an apology letter;~~ *leave in*
4. ~~Assignment of additional tasks;~~ *out*
3. Phone call to parent;
4. Keeping students after class;
5. Restorative conference with student(s) or class;
6. Creation of a positive behavior contract;
7. Conference with student;
8. Conference with parent and the student.

School-based Strategies to Reduce Challenging Behaviors

Students who exhibit a pattern of ~~misbehavior~~ **challenging behaviors** should be provided more intensive support ~~and~~ **through a system of tiered** interventions. Parents should be notified if there is an escalating pattern of ~~misbehavior~~ **challenging behavior** that could lead to classroom or school removal. Appropriate school-based strategies include, but are not limited to:

1. A conference between school staff and the student and his/her parents/guardians.
2. Referral to a school counselor or other school support service personnel for case management and counseling.

Students

Challenging Behavior Prevention: Restorative Practices Response

School-based Strategies (continued)

3. Referral for drug or alcohol counseling.
4. Convening of a ~~Student Study Team (SST)~~ **Multi-tiered Support Systems (MTSS) Team** or other intervention-related team to assess the behavior and develop and implement an individual plan to address the behavior in partnership with the student and his/her parents/guardians.
5. When applicable, referral for a comprehensive psychosocial or psychoeducational assessment, **or Applied Behavior Analysis** including for purposes of creating **a behavior plan**, an individualized education program or a Section 504 plan.
6. Enrollment in a program for ~~teaching social/emotional behavior or~~ **building** anger management **skills**.
7. **Continue to encourage** participation in **the restorative practices approach**. ~~justice program or conversation/circle.~~
8. A positive behavior support approach with tiered interventions that occur during the school day on campus.
9. After-school programs that address ~~specific behavioral issues~~ **identified challenging behaviors** or expose students to ~~positive~~ **constructive** activities and behaviors, including, but not limited to, those operated in collaboration with local parent and community groups.
10. ~~Detention after school hours as provided in the section below entitled "Detention After School."~~
11. ~~Community service as provided in the section below entitled "Community Service."~~
12. ~~In accordance with Board policy and administrative regulation, restriction or disqualification from participation in extracurricular activities.~~

Detention After School

Students may be detained for disciplinary reasons (up to one hour) after the close of the school day.

If a student will miss his/her school bus on account of being detained after school, or if the student is not transported by school bus, the principal or designee shall ~~notify~~ **confirm with the** parents/guardians of the detention at least one day in advance so that alternative transportation arrangements may be made. ~~The student shall not be detained unless the principal or designee notifies the parent/guardian.~~

Students shall remain under the supervision of a certified employee during the period of detention.

Community Service

~~As part of or instead of disciplinary action~~ **For consideration with a restorative practices response strategy**, the Board, Superintendent, Principal, or Principal's designee may, at his/her discretion, ~~require~~ **allow for** a student to perform community service during non-school hours on school grounds, or, with written permission of the student's parent/guardian, off school grounds. Such service may include, but is not limited to, community or school outdoor beautification, campus betterment, and teacher, peer, or youth assistance programs.

Students

Challenging Behavior Prevention: Restorative Practices Response (continued)

Referrals

The Board ~~desires~~ **supports** the adoption of the ~~RTI-SRBI MTSS~~ framework to facilitate a ~~consistent-systems~~ approach for positive, pro-social behavior management. The District expects teachers to attempt ~~RTI-SRBI MTSS~~ **tiered** interventions prior to making a referral out of the classroom whenever possible.

When a referral out of the classroom is made, the principal or his/her designee must ensure that ~~site staff making the referral completed~~ the following **is completed**:

1. Teacher completed a written referral notification/form;
2. Principal or his/her designee reviewed the referral form and, if warranted, assigned appropriate consequences;
3. The Principal or his/her designee or teacher contacted the student's parents/guardians and notified them of any consequences;
4. The Principal or his/her designee investigated the reasons for the student's conduct;
5. The Principal or his/her designee recorded the classroom interventions and referral in the District's database.

Notice to Parents/Guardians and Students

At the beginning of the school year, the Superintendent or his/her designee shall notify parents/guardians about the availability of district rules **and procedures** related to ~~discipline student behaviors and school climate~~.

The Superintendent or his/her designee shall also ~~provide written notice~~ **notify parents/guardians about the availability of district rules and procedures related to student behaviors and school climate for transfer** students at the time of their enrollment in the District.

~~Parent programs will be provided related to~~ The District will educate how the school integrates Restorative Practices Response, ~~in the student discipline/behavior management system.~~

Annual Review/Discipline Committees

Both individual schools and the district will evaluate and monitor the effectiveness of the school ~~discipline~~ **behavior** plan using school disciplinary data disaggregated by race, ethnicity and gender of student. This will allow schools and the district to identify areas of need; target areas of concern; access professional development, supports, and services; and revise school procedures as needed.

~~Schools will annually review their school climate and submit a written report in a form to be prescribed to the Superintendent and the Board of Education. Based on the review, schools will make changes consistent with the intent of this and other policies.~~ **In consideration with the Connecticut Positive School Climate Policy, schools will review student discipline data.**

Students

Challenging Behavior Prevention: Restorative Practices Response (continued)

Annual Review/Discipline Committees (continued)

The review will include the following:

1. Intervention and prevention strategies.
2. The number of referrals, in school suspensions, out-of-school suspensions, expulsions, and referrals to law enforcement, disaggregated by race, ethnicity, age, grade, disability, and gender of the students, where available.
3. Differences in referrals among staff members.
4. The extent to which the policy, including but not limited to disciplinary action, is consistently applied to all students.
5. Review of Restorative Practices and their impact on student discipline and climate.

Based on the review, schools will make changes consistent with the intent of this and other related policies.

Schools are encouraged to establish a discipline committee ~~composed of~~ including school personnel, parents and students to develop, monitor, and evaluate school discipline policy and school climate. The use of school discipline data is recommended in this process.

Regulation approved:

cps 1/18

rev 4/24



BOARD OF DIRECTORS MEETING

June 6, 2024

MINUTES

On June 6, 2024, the EdAdvance Board of Directors held a Zoom online meeting during which a quorum was present. **President John Kissko** called the meeting to order at 4:02 PM and recorded the following members in attendance:

1. Roll Call:

Name (District): Deb Bell, Region 7
Roxy Fainer, Thomaston
Christine Faressa, Watertown
John Kissko, Torrington
Sarah Robichaud, Colebrook
Dave Schneiderbeck, Region 6
Deirdre Tindall, New Hartford

EdAdvance

Personnel: Jonathan P. Costa, Sr., Assistant Executive Director
Richard Carmelich, III, Chief Operations Officer
Tracey Lay, Chief Talent & Development Officer
Carol Montory, Board Clerk

2. Approval of May 2, 2024 Minutes

Upon a motion by Deb Bell, duly seconded by Dave Schneiderbeck, the Board unanimously approved the minutes of the May 2, 2024 meeting.

3. Questions and Comments from the Public: None

4. Old Business: None

5. New Business:

a) Action Item: Head Start Annual Grant Renewal Application

Upon motion by Dave Schneiderbeck, duly seconded by Sarah Robichaud, the Board of Directors approve of EdAdvance's submission of our annual grant renewal application for Head Start: Prenatal to Five funds, aimed at delivering vital services to nurture the development of 32 Early

Head Start and 141 Head Start children, alongside supporting their families throughout FY'25. Our proposed budget includes a Head Start & Early Head Start Base Grant totaling \$3,075,373, complemented by an additional Head Start & Early Head Start T&TA allocation of \$33,776. The motion passed unanimously.

b) Action Item: Head Start Annual Self-Assessment and Improvement Plan

Upon motion by Dave Schneiderbeck, duly seconded by Deb Bell, the Board of Directors approve of EdAdvance's 2023-2024 Head Start Annual Program Self-Assessment and Improvement plan. The motion passed unanimously.

c) Action Item: Head Start Selection and Enrollment Priorities (ERSEA) for 2024-2025

Upon motion by Deb Bell, duly seconded by Dave Schneiderbeck, the Board of Directors approve of EdAdvance's Head Start: Prenatal to Five program's selection and enrollment priorities (ERSEA) for the 2024-2025 program year. The motion passed unanimously.

d) Action Item: Submission of CIF Grant Application

Upon motion by Dave Schneiderbeck, duly seconded by Sarah Robichaud, the Board of Directors approve of EdAdvance's grant application to the CT Community Investment Fund 2030 Round 5 (CIF) to support a Capital Improvement Project that will result in the construction of a Makerspace at The Regional Learning Center, charging stations, and electric vehicles to support the transportation of students to and from this facility, and solar panels to offset utilities costs. The motion passed with 6 in favor and 1 against.

e) Action Item: Potential Sale of Grove Street Property

Upon motion by Roxy Fainer, duly seconded by Deb Bell, the Board of Directors approve of EdAdvance's Executive Director to enter into an agreement for the lease and possible sale of the property located at 104 Grove Street in Torrington. The motion passed unanimously.

f) Presentation: Workforce Analysis Information

Jonathan shared the Workforce Analysis which is updated annually. The Workforce Analysis provides demographic data on our employees.

g) Approval: Personnel Report

Upon motion by Roxy Fainer, duly seconded by Dave Schneiderbeck, the Board of Directors unanimously approved the Personnel Report for April 2024 as submitted.

6. Adjournment

Upon a motion by Roxy Fainer, duly seconded by Deb Bell, the meeting was adjourned at 4:40 PM.

Minutes recorded by:
Carol Montory, Board Clerk

Deb Bell, Secretary