

New Hartford Public Schools
Board of Education Regular Meeting Agenda
7:00 PM on Tuesday, June 2, 2026
Antolini School Library
Agenda

New Hartford BOE meetings are accessible live via the following: <https://meet.google.com/zdc-ehxu-rax>
Or dial: (US) +1 567-307-4485 PIN: 820 043 386#

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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**
 - a. 41th Annual CAPSS-LCSA Student Recognition Program
 - b. Student Representatives
 - c. Personnel Report
 - d. [Profile and Performance Reports](#) (Subsection (c) of section 10-220 of the Connecticut General Statutes)
 - e. Chlorination Project
 - f. PreK Program Presentation (Mr. Lynch)
- E. Board of Education Chair's Report**
 - a. New Hartford BOE Self Evaluation (establish date)
 - b. Town Memo Re: Records
 - c. Educational Cost Share (ECS) Supplemental Grant Memo
- F. Routine Business**
 - a. Approval of Minutes - April 14 and May 2, 2026
 - b. Expenditure Report
 - c. Line Item Transfers
- G. New Business**
 - a. REVISION - Policy 5112 - Ages of Attendance/Admissions/Placement (1st Read)
 - b. NEW - Policy 5142 - School Safety: Preparation, Response, and After Action (1st Read)
- H. Old Business**
 - a. REVISION - Policy 9221 - Filling Board Member Vacancies (2nd Read)
- I. Public Comment - (For Agenda Items Only)**
- J. Reports**
 - a. EdAdvance
 - b. School Facility Utilization Task Force
- K. Executive Session**
 - a. Discussion of the evaluation/performance of the Superintendent.
 - b. Discussion regarding a confidential attorney-client privileged communication concerning response to statements by a community member about the Superintendent.
 - c. Personnel matter related to the request for an extended unpaid leave and to cover the cost share for medical and dental insurance for the remainder of the unpaid leave.
- L. Adjournment**

Recorded Reg. & Special BOE meetings will be posted to:
https://www.youtube.com/channel/UCX-_ZlomWmjG81dc_QM3rfg

Timothy Klepps

to akenerson8926, Kristin, Penny, Tom, Timothy, Kirby, Frank, Erik, Jon, Jeffrey, me 

Hi Alesia,

Thank you for the communication and I hope you're feeling better.

The Board of Education Members have consistently been informed about the PreK program and the services we offer throughout the year. Including at every Board retreat where Mike Lynch has presented on the Boards responsibility to educate all students, specifically the PreK requirements and programming. These have occurred on 11/16/23, 11/13/24 & 12/17/25 with the specific topic of "Pre-Kindergarten Reverse Mainstream Program". Mike Lynch has also presented on our SPED programming at least yearly leading up to the addition of the 3rd section of PreK in our regular BOE meetings, including 5/16/23, 8/16/23, 2/21/24, 11/19/24.

Additionally, the 25/26 proposed budget by Superintendent Sousa was reviewed and questioned by the BOE and questions submitted to me to be input into a spreadsheet to organize the questions and provide efficiency to the review process. Under Special Education 1200 – 111 Professional Staff a question was asked regarding the number of students receiving Special Education Services & how it compared to last year and the answer listed was "Approx. 110. Similar. We had approximately 105. This may increase based on 3rd section of PreK. Average 8-10 PreK students on waitlist. Reg ed students may qualify for Sped services." This was included in the March 4, 2025 minutes.

When the budget was presented for the 25/26 school year, the thought at the time was that it was close to cost neutral because all students would be paying tuition. However, when a regular education student later qualifies for special education services that changes as they no longer pay tuition. Over time, there were several identifications & newly enrolled children who qualified for services that changed the make-up of the 3rd PreK section. Additionally, the legal requirement to be 5 years old for kindergarten, required more spots, as more students need PreK for more than 2 years which is developmentally appropriate.

Note that legally, we are required by law to educate students that need special education services beginning on their 3rd birthday. As this is a legal requirement, most school districts in Connecticut have preschools. The notion of not wanting to have PreK is the equivalent of saying we do not want to have a 5th grade. There are several towns in the state of Connecticut that do not charge the regular education students for preschool tuition. In Connecticut, the requirement to provide special education and related services to children beginning at age 3 is mandated by federal law under the Individuals with Disabilities Education Act (IDEA) and enforced through state law, specifically Connecticut General Statutes Sections 10-76a to 10-76ii and the Regulations of Connecticut State Agencies (RCSA) Sections 10-76a-1 to 10-76d-19. [\[1, 2\]](#). Additionally, the required maximum ratio is 50% regular education versus special education, highlighting that we are required to have at least 50% regular education students in PreK.

And very important to point out, FERPA, protects students confidentiality (Special Education identification, etc).

Regarding financial implications, there is no doubt that this is a fiscally responsible decision for the Town. A PreK student who needs, in the worst-case scenario, an outplacement at an average yearly cost of \$150k, multiplied by an average of five students enrolled in one PreK section that cost would be \$750k per year to the Town. Or for their educational experience from PreK 3- 6th grade a cost of over \$6M. In a lesser scenario, where five students are required to receive special education support in another District/placement at an average yearly cost of \$70K, that cost would be \$350k per year to the Town or over \$3M for their educational experience. These total costs are based on the premise that once a student is outplaced, they typically do not return to the district.

The cost for our 3rd section is currently \$65k per year for one teacher, and this will fluctuate based on student need through the evaluation process. For one teacher, this is partially covered by projected \$58k tuition from the additional section. The para for the third section was repurposed and already part of our budget. The cost savings of keeping New Hartford students in New Hartford is difficult to calculate, as in the past, students have attended magnet schools when Prek spots are unavailable. They often continue to stay in the magnet schools for their schooling, which then New Hartford is charged for tuition and additionally for transportation every year (approx. \$23K). Having PreK supports starting children and keeping children in our Town's educational system.

No matter what grade, all public education is subsidized.

Relative to the inclusion of the 3rd section in the 25/26 budget, I hope this clearly explains that there was no oversight by the BOE by any means and any thought differently is inaccurate. It was not a decision made by our Superintendent on his own without discussion and transparency. This was an informed and fiscally responsible decision in the best interest of our community.

It was included in the original adopted 25/26 budget sent to the BOF, approved by the BOF, sent to referendum and failed (not due to a 3rd section of PreK), revised to add back the eliminated staff positions, and sent back through the process to referendum where it passed inclusive of the 3rd section on June 10, 2025.

To answer your question about the 3rd section if we consolidate, we can only look at what enrollment can support and for the 26/27 school year the answer is yes. Each year the administration reviews birth records, student needs and the program is evaluated for three sections. This is similar to the assessment of all grade levels, such as changes in the number of 3rd grade sections going from 4 to 3 in the upcoming 26/27 school year.

Each year, the PreK tuition is reviewed with special consideration given to the overall percentage increase to the BOE budget. Affordability cannot be an obstacle to providing the education our New Hartford children require.

As you are aware, all of our meetings are held in public and if any community member has questions/concerns regarding BOE matters they are welcome to bring them to our attention during public comment or to send an email to the BOE and copy our Superintendent. We are happy to provide additional information, keeping confidentiality in mind, to avoid the spread of inaccurate information in the community. We are all elected members of the BOE and are doing the best we can to responsibly support education for all of the children in our community.

Thank you for your service to our Town,
Tim Klepps – New Hartford BOE Chair

On Tue, May 12, 2026 at 5:47 PM <akenner8926@charter.net> wrote:

Hi Tim,

Sorry I could not attend last week's BOE meeting, I have been fighting a cold. I read the minutes regarding Pre-K and here are my thoughts:

During last year's budget process (25/26 yr), all budgets presented through the process listed 2 Pre-K sections. I read through all the minutes and the attachments with the agendas and don't see a third section of Pre-K coming up until the May 6, 2025 meeting (the day of the first budget vote). The minutes don't have any discussion, only Superintendent Sousa informing the board that a third section of Pre-k was being added. I also watched the online minutes and it was pretty much the same, with the added comment that it would be revenue neutral because tuition would be paid. There was no motion by the board to add a 3rd section, no discussion, no questions, it was simply accepted. I feel that that was an oversight of the board. How could this be revenue neutral when only \$70,000 revenue is being generated for the entire program? With 3 teachers and aides? I understand that it is our obligation to pay for special needs pre-K, that is not what I am questioning.

Additionally, why was this brought up on May 6, why not during the budget process? I couldn't find any other discussion regarding this prior to May 6. I never said that the budget was voted down because of adding pre-K, no one knew you were adding a third section yet, not until that night. That is what I feel is disingenuous, not being transparent in what is contained in the budget. The numbers stayed the same when you added another pre-K teacher, so that means something was cut to accommodate that – what was cut? This decision was made by Jeff, and he certainly knew for awhile that he was going to do that, why drop it that night, why not before? Especially given all the hysterics over the proposed cuts made by Jeff.

I see that Jon is going work with Mr. Lynch on bringing some information back to the Task Force, I think that is a great idea, especially the financial piece of it. How much revenue are we bringing in? What is the cost of the non-special needs pre-K students? How can you demonstrate that the program pays for itself (without counting the special needs?). My concern is two-fold: 1. Obviously the financial aspect (ensure that taxpayers are not subsidizing a pre-k program). 2. Will we need that 3rd classroom if we decide to consolidate? I have no concerns about how the program operates, I'm sure it is something that is worthwhile, but can we afford it, and do we have the space for it.

Thanks for listening,
Alesia Kennerson

Board of Education Self-Evaluation

Check the most appropriate rating box on a scale of 5-1 (5 representing the highest rating, 1 the lowest) for each question. A “NA” rating is also provided if you are unable to rate on an item for any reason. A space for comments is also provided on page 3.

Vision	5	4	3	2	1	Not sure
1. The Board has a vision and /or mission based on core values and beliefs of the district and community.	☐	☐	☐	☐	☐	☐
2. The Board demonstrates a belief that high quality instruction in every classroom is the foundation for high achievement for all students.	☐	☐	☐	☐	☐	☐
3. The Board communicates clearly the goals and expectations for the district, staff, and students with an emphasis on high achievement for all students in the district.	☐	☐	☐	☐	☐	☐
4. The Board works to promote the accomplishments of the district within the district and community at large and elicits community discourse and support for district goals.	☐	☐	☐	☐	☐	☐
5. The Board adopts policies that create a culture that supports the vision and goals of the district and ensures the manual is up-to-date and comprehensive.	☐	☐	☐	☐	☐	☐
Total Vision						
Board Operations	5	4	3	2	1	Not sure
6. The Board conducts meetings that are efficient, effective and focus primarily on student achievement and other district priorities.	☐	☐	☐	☐	☐	☐
7. The Board sets goals related to the Board's work and focuses on them on an annual basis.	☐	☐	☐	☐	☐	☐
8. The Board adopts a fiscally responsible budget based on the district's priorities and regularly monitors the fiscal health of the district.	☐	☐	☐	☐	☐	☐
9. The Board conducts a comprehensive orientation process to familiarize new Board members with their roles on the team.	☐	☐	☐	☐	☐	☐
10. The Board conducts district business in accordance with established ethical standards.	☐	☐	☐	☐	☐	☐
11. The Board participates in leadership development activities on a regular basis.	☐	☐	☐	☐	☐	☐
Total – Board Operations						

Check the most appropriate rating box on a scale of 5-1 (5 representing the highest rating, 1 the lowest) for each question. A "NA" rating is also provided if you are unable to rate an item for any reason. A space for comments is also provided on Page 3.

Board Ethics	5	4	3	2	1	Not sure
12. The Board members maintain confidentiality regarding sensitive communications.	☐	☐	☐	☐	☐	☐
13. The Board members honor Board decisions even when the vote is not unanimous.	☐	☐	☐	☐	☐	☐
14. The Board does not let party politics interfere with district business.	☐	☐	☐	☐	☐	☐
15. The Board makes decisions based on analysis of relevant research and data.	☐	☐	☐	☐	☐	☐
16. The Board deals with conflicts openly, honestly and respectfully.	☐	☐	☐	☐	☐	☐
Total Board Ethics						
Board Superintendent Team	5	4	3	2	1	Not sure
17. The Board works effectively with the Superintendent as a collaborative leadership team to focus priorities around high achievement for all students in the district.	☐	☐	☐	☐	☐	☐
18. The Board evaluates the Superintendent based on progress toward attainment of predetermined goals and the effectiveness of his/her leadership in implementation and achievement of the district goals.	☐	☐	☐	☐	☐	☐
19. The Board demonstrates support and respect for the Superintendent's role as the chief executive officer of the district.	☐	☐	☐	☐	☐	☐
20. The Board provides direction to the Superintendent as a whole, not from individual Board members.	☐	☐	☐	☐	☐	☐
Total – Board Superintendent Team						
Grand Total						
Average						

Please add any additional comments here (comments will be shared with participants):

Vision:

Student Achievement:

Board Operations:

Board Ethics:

Board/Superintendent Relations:

General Comments:

Town of New Hartford

530 MAIN STREET

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town@newhartfordct.gov

M E M O R A N D U M

TO: Recording Secretaries
FROM: Christine Hayward, Executive Assistant
DATE: May 15, 2026
RE: Clarification of “attachments” to Minutes

First and foremost – THANK YOU to all of you who serve as a recording secretary to a Board or Commission. Your efforts to provide summaries of meetings that assist the public in being informed of town business is to be commended. It is not an easy task to do and you all do it so well.

As you know, Town Hall recently hosted an information session regarding FOI with Russell Blair, Freedom of Information Director of Education and Communications. Mr. Blair presented information and answered questions posed to him by those in attendance. There is always something new to be learned at these speaking engagements. For the most part, New Hartford does a good job with being compliant in most areas.

One of the concerns that the Town has is the increasing amount of “attachments” that are being submitted with minutes when they are filed. This presents a problem when the minutes are scheduled to be preserved in the ‘bound books’ that are kept in perpetuity in the vault. The attachments add extra cost to the process. Attachments that may be useful information today are not necessary for future generations. Draft Budgets (that change often during the process) correspondence that addresses a ‘hot topic,’ various reports/presentations that have been presented at public meetings, etc., etc. etc. are being filed with the minutes.

**Another concern is the direct links that are used in minutes to point people in the direction of additional information. They may be useful and convenient today; but those links are not going to be valid in a few years. (just be aware of that)
Attachments and links are considered to be a ‘matter of convenience’ and are not required to be included in minutes of meetings.**

After receiving confirmation from Mr. Blair that attachments are not required to be filed with the Town Clerk, an operational decision was made to notify Boards and Commissions, through their recording secretaries, that attachments will no longer be accepted as part of the filed minutes.

Additional information can be placed on the Board/Commission webpage for public access.



NEW HARTFORD PUBLIC SCHOOLS

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

Jeffrey Sousa

Superintendent
of Schools

Michael Lynch

Director of Student
Services

Amy Kennedy

Principal Bakerville & New
Hartford Elementary

Kelly Carroll, Ed.D.

Principal Ann Antolini
School

May 15, 2026

Dear Rep. Mark Anderson,

On behalf of the students, families, educators and the New Hartford Public Schools community, I would like to extend my sincere gratitude for your recent support in increasing Educational Cost Sharing (ECS) funding. This investment represents far more than a budget allocation, it is a meaningful commitment to the children and communities of Connecticut. Increased ECS support strengthens our ability to provide high quality educational opportunities, maintain essential programs and services, support our dedicated staff and continue meeting the evolving needs of all learners. As school districts across the state continue to navigate rising operational costs and increasing student needs, your advocacy and leadership are deeply appreciated. Your support helps ensure that public schools can remain strong, equitable and responsive to the communities we serve.

We recognize the many difficult decisions involved in the state budgeting process, and we are grateful that education continues to be prioritized. The impact of this support will be felt directly in classrooms and throughout our school community. [Municipal to State support relieves tensions and demonstrates our collective movement to prop up education as a priority to ensure a bright future.](#)

Thank you again for your partnership, leadership and commitment to Connecticut's students.

Sincerely,

Jeffrey Sousa
Superintendent of Schools
New Hartford Public Schools



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Jeffrey Sousa

Superintendent
of Schools

Michael Lynch

Director of Student
Services

Amy Kennedy

Principal Bakerville & New
Hartford Elementary

Kelly Carroll, Ed.D.

Principal Ann Antolini
School

May 15, 2026

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We recognize the many difficult decisions involved in the state budgeting process, and we are grateful that education continues to be prioritized. The impact of this support will be felt directly in classrooms and throughout our school community. [Municipal to State support relieves tensions and demonstrates our collective movement to prop up education as a priority to ensure a bright future.](#)

Thank you again for your partnership, leadership and commitment to Connecticut's students.

Sincerely,

Jeffrey Sousa
Superintendent of Schools
New Hartford Public Schools

New Hartford Public Schools
Board of Education SPECIAL Meeting
5:00PM on Tuesday, April 14, 2026
VIRTUAL ONLY

PRESENT: Superintendent Jeffrey Sousa; Vice Chair Kristin Young

Board Members: Thomas Buzzi; Penny Miller (Secretary); Kirby Morante; Erik Perotti; Jon Puz; Timothy Russell

Absent: Chair Timothy Klepps; Frank Rodenberg

Jeffrey Sousa, the Superintendent of NHPS, called the special meeting to order virtually at 5:03PM.

A. Pledge of Allegiance

B. Discuss and adopt revised 2026-2027 Board of Education Budget

Superintendent Sousa gave a brief overview of the changes, the Town and Board of Education share the administration of a pension fund. There is a net decrease of \$32,556 in the pension fund (see *the budget book, page 46, line 209 under employee benefits, which is linked to these minutes*). This will decrease the 2026-2027 Board of Education budget total down to **\$10,497,916** or an increase of **\$173,240**, which is a **1.68%** increase from last year's 2025-2026 Board of Education budget.

MOTION by Kristin Young to adopt the 2026-2027 Board of Education budget (dated 4/10/2026) at a total of **\$10,497,916** or an increase of **\$173,240**, which is a **1.68%** increase from last year (2025-2026). Second by Penny Miller.

UNANIMOUS

C. Public Comment (For Agenda Items Only)

No Public Comment

D. Adjournment

MOTION by Penny Miller to adjourn the meeting at 5:09PM. Second by Kirby Morante.

UNANIMOUS

*Respectfully submitted by,
Elizabeth Domas, Recording Secretary*

Recorded Regular and Special Board of Education meetings will be posted to:
https://www.youtube.com/channel/UCX-ZlomWmjG81dc_QM3rfg

Attachments:

Revised 2026-2027 Board of Education Budget (dated 4/10/2026)

**New Hartford Public Schools
Board of Education Regular Meeting
7:00PM on Tuesday, May 5, 2026
Ann Antolini School – Library**

PRESENT: Superintendent Jeffrey Sousa; Chair Timothy Klepps

Board Members: Thomas Buzzi; Kirby Morante; Erik Perotti; Jon Puz; Frank Rodenberg; Timothy Russell

Absent: Penny Miller (Secretary) and Kristin Young (Vice Chair)

Timothy Klepps, Chair of the NHPS Board of Education, called the regular meeting to order in person at 7:00PM.

A. Pledge of Allegiance

B. Order of Business

MOTION by Jon Puz to add further discussion regarding the Pre-K Program under new business. Second by Timothy Russell.

UNANIMOUS

C. Communications to the Board of Education (5) / Public Comment

- 4/02/2026, Anonymous, World Autism Awareness Day, Mr. Sousa replied 4/06/2026
- 4/14/2026, Shannon Nicholas, Mr. Sousa replied on 4/22/2026, Concerns regarding planned transition from 4 sections of second grade to 3 sections third grade next year
- 4/16/2026 & 4/19/2026, Jay Alden Bailey, Finance Hearing/Expansion of Tax Liabilities
- 5/1/2026, Kevin McDonnell, Mowing at Bakerville Consolidated School

D. Superintendent's Report

a. Presentation of CABA Communications Award Plaque - by Leonard Lockhart, CABA's Current Past President
The New Hartford Board of Education and New Hartford Public Schools has been recognized by CABA issuing the Bonnie B. Carney Award of Excellence for Educational Communications, the award focuses on supporting students through district budget. The award criteria requirements include: *clarity of message, image and consistency, specificity guidelines of readability, editing, graphics, type, format, presentation, design, and the value of the expenditure.*

b. Student Representatives
Daisy Jones and Vivian Tsai, gave a presentation on the sixth-grade field trip to Ellis Island and the Statue of Liberty.

c. Freedom of Information (FOIA)
Mr. Russell Blair, the guest speaker presented on rules and regulations of the Freedom of Information Act.

d. Legislative Advocacy Updates
The State of Connecticut has recently amended the FY26-27 budget increasing the Educational Cost Share (ECS) for New Hartford by \$172,353 and providing an additional \$22,147 for Municipal aid, an additional grand total of \$194,500 to the Town of New Hartford. The State of Connecticut has created a committee to investigate the formula, and may revisit changes to the formula moving forward. There has been advocacy to transition to zero emission school buses, which will be a significant cost if the transition to electric school buses is required, Mr. Sousa stated there will be advocacy to allow for sensible implementation, if required. There is a concern for electric busses in the Northwest corner in the cold weather. The Director of Student Services, Michael Lynch has continued to advocate for the Connecticut Junior Republic grant.

e. Kindergarten Enrollment
There are 55 students as of today (5/5/2026), there were 66 projected births from the Town Clerk's office, therefore enrollment is off by 11 students. 55 students will project 2 sections of 18 students at Bakerville School and 1 section of 19 students at New Hartford Elementary School, a total of 3 sections of 55 students. This may lead to a reduction in force (if necessary), and there is still time for additional students to sign up.

f. OSHA Update

Superintendent Sousa worked with CONN-OSHA, and has reported all issues have been resolved at Bakerville School. The next step is to move on to the next school, either Ann Antolini or New Hartford Elementary School.

g. IAQ Update (*Indoor Air Quality*)

NHPS has been awarded a grant of approximately \$2,000. Air monitors and air purification devices will be installed in the schools approximately (5) in each school, for free. UCONN is assisting with the install of these devices beginning in June, the devices remove impurities in the air to keep everyone healthy and safe.

h. Staff Update

Mr. Sousa announced a new team member (*made possible by the renewed mental health funding, Federal Rural Mental Health Grant*). The State of CT prioritized funding which has been extended through the FY 26-27 school year, this is a partnership with EdAdvance. Anna Gallant, a counselor at New Hartford Elementary School, provides individual and small group lessons and support for students navigating challenges such as emotions, friendship issues and more.

There are a total of 447 students today. Two students were recognized at the LCSA award banquet for the Litchfield County Superintendent Award, recipients are: Kaydence Wallace and Blake Bingham. Both students will be attending the next June 2, 2026 Board of Education meeting.

Frank Rodenberg feels the Board of Education is disconnected from the teachers; he would like direct feedback from the teachers at the Board of Education level. Chairman Klepps suggests further discussion happen at the Policy Subcommittee first, then at a Board of Education level with an agenda item. Mr. Rodenberg agreed, and would like to hear from teachers at the Policy Subcommittee level.

E. Board of Education Chair's Report

Chairman Timothy Klepps stated there is misinformation in the community regarding the next two topics and the purpose of this discussion is to set the record correctly at the Board level.

a. Pre-K Sections

Chairman Klepps informed everyone that the Board of Education **did** publicly announce the additional third section of Pre-K in May of 2025 at a Board meeting, specifically on May 6, 2025. This was done by the Board of Education openly and transparent with strong reasons behind the additional section. The third section of Pre-K was added by the rationale of: *1-a community waitlist, 2-to retain students in district and 3-have students receive early Special Education with New Hartford students instead of outplacement*. The 2025 budget season was a challenge for the Board of Education. The budget referendum failed on May 6, 2025 **because public input in connection to the removal of the Clerical Aide and Instructional Assistant positions**. The Board of Education cut the \$66,000 (CA & IA). These two positions (CA & IA) were then restored by the Board of Finance on May 19, 2025 (same amount of \$66,000). The Board of Education adopted a revised budget, including the restoration of the two said positions, which then passed at the second budget referendum on June 10, 2025. The third section of Pre-K was a part of the original budget, and not the reason for a failure of the budget. The \$66,000 had no relation to the Pre-K program (additional section), but rather the two restored positions of the Clerical Aide and Instructional Assistant. This is misinformation that was also clarified again at the Board of Education meeting on March 3, 2026. Information spread through the community that Pre-K was added by the Board of Education "*after the fact*" **is incorrect**, and absolutely not the case. The third Pre-K section was included in the first (*original*) budget and second (*revised*) budget presented at both referendums, and was adopted by the community for good reason. The Board of Education transparently discussed the additional third section because of the need within the Town.

b. Superintendent Responsibilities

The Board of Education and NHPS has always consciously had the desire to maintain the Superintendent position as full-time and supported the position this way. Misinformation regarding the full-time position has circulated in the community, stating New Hartford does not need a full-time Superintendent. Other districts, such as West Hartford have been used as a comparison, although comparing New Hartford to West Hartford is comparing apples to oranges.

Chairman Klepps researched West Hartford's school district. If you look at West Hartford, the school district there has: **2 Assistant Superintendents (1 for administration and 1 for curriculum instruction), an Executive Director of Human Resources, Executive Director of Equity Advancement, Director of Plan Facility, Director of School Safety and Security, Director of Talented and Gifted, Director of Elementary and Secondary Education, Assistant Directors of Pupil Services, Supervisors of Early Childhood, Business Officials, Executive Directors to 16 Principals to Department Supervisors to Secondary Assistant Principals.**

The many positions in West Hartford's school district are wrapped into one position of the Superintendent of Schools in New Hartford. It is important to remember all the services being offered in a school system like West Hartford (10 times the size of New Hartford), also have to be provided in New Hartford, the same services are offered. In New Hartford 1 individual does the job of many many positions (listed above) in a district like West Hartford. The Superintendent of Schools position in the Town of New Hartford is 1 individual who "wears many hats". There is valid reason for a full time Superintendent here in New Hartford and this has been a

conscious effort by the Board of Education maintain this. Timothy Russell and Erik Perotti, thanked Superintendent Sousa for his hard work and dedication to the Town of New Hartford.

F. Routine Business

- a. Approval of Minutes - February 24, March 3, and March 24, 2026

MOTION by Jon Puz to approve meeting minutes from February 24, March 3 and March 24, 2026. Second by Timothy Russell.

UNANIMOUS

- b. Expenditure Report

MOTION by Jon Puz to approve the Expenditure Report as presented. Second by Kirby Morante.

The certified salaries are under budget because of several unpaid medical leaves and the associated employee benefits. Additionally, there has been a change in outplacements (*which is a cost savings*), therefore the line is approximately \$150,000 under budget.

UNANIMOUS

G. New Business

- a. Discuss and take action on 2024-2025 audit completion by King & King. Board of Education will vote on \$2,863 under 24/25 budget into the non-lapsing account.

MOTION by Timothy Russell to place \$2,863 into the Board of Education non-lapsing account. Second by Jon Puz.

UNANIMOUS

- b. Discuss and take action on motion amendment for funding Silver Petrucelli and Associates (SPA) contract.

Mr. Sousa explained a request to amend an original motion from December 15, 2025 for more financial flexibility because there are cost savings now.

The original motion read:

"MOTION by Penny Miller to consider the use and approval of \$28,500 from the non-lapsing account to fully fund and award the School Facility Utilization Request for Proposal to Silver Petrucelli & Associates. Second by Timothy Russell.

Aye: Timothy Klepps; Penny Miller; Kirby Morante; Jon Puz; Frank Rodenberg; Timothy Russell; Kristin Young

Naye: Thomas Buzzi

Abstain:

(7-1-0)"

The request is to have a revised motion to amend the original motion from 12/15/2025, to use either \$28,500 from the non-lapsing account or surplus funds from the maintenance line in the current 25-26 operating budget to fund the SP+A contract to hold to some reserves in the non-lapsing account in the case of any emergencies.

MOTION by Kirby Morante to amend the funding of SP+A for up to \$28,500 from the non-lapsing account or the current 25/26 operating budget. Second by Erik Perotti.

Aye: Timothy Klepps, Kirby Morante; Erik Perotti; Jon Puz; Frank Rodenberg; Timothy Russell

Naye: Thomas Buzzi

Abstain:

(6-1-0)

Motion Passes

- c. Pre-K Programming (*Topic Added to the Agenda by the First Motion*)

The purpose of this discussion is to assist the Board of Education members on the SFU-TF while being mindful of the Board of Education. Jon Puz explained there are questions which would be helpful to have answered. The questions are administrative. Some questions are similar to: the reason for the additional section of Pre-K, fundamentals of the Pre-K program, what services are required in this program, what is being done in the program and why? There has been a lot of public input and questions based on this program in the SFU-TF discussion. Mr. Puz explained it would be beneficial to allow Jon to sit down with Michael Lynch and Superintendent Sousa, to compile answers to the questions, to have information to bring back to the SFU-TF. The questions on the concepts of the program, requirements, how the education is being delivered, staffing and program costs/tuition, is an important aspect for the community to understand what's being done and why. Then this information can be communicated to the SFU-TF and the community,

which is beneficial to SFU-TF planning. The community needs to understand why certain spaces are needed. Timothy Klepps feels there is no reason not to supply this information to the community. He emphasized the importance of the reason for the Pre-K program and why the program is important to NHPS (“*What does the program do for us?*”). There is misunderstanding and a lack of understanding for why this program is in place. Kirby Morante suggested a frequently asked questions section on the NHPS website, this topic is a good example of information to include. Based on the discussion Jon Puz and Kristin Young will meet with Michael Lynch and Superintendent Sousa.

H. Old Business

- a. REVISION - Policy 3516.5 - Sexual Offenders on School Property (*2nd Read*)
- b. REVISION - Policy 3541.313 - Video Cameras on School Transportation (*2nd Read*)
- c. NEW - Policy 6144.1 - Instruction - Exemption from Instruction (*2nd Read*)

MOTION by Thomas Buzzi to adopt **Policy 3516.5 - Sexual Offenders on School Property**, **Policy 3541.313 - Video Cameras on School Transportation** and **Policy 6144.1 - Instruction - Exemption from Instruction**. Second by Timothy Russell.

UNANIMOUS

I. Public Comment - (For Agenda Items Only)

J. Reports

- a. EdAdvance
N/A

- b. School Facility Utilization Task Force

Jon Puz updated the board on the progress of the School Facility Utilization Task Force. He reminded those interested the section on the NHPS website which includes all information to date. The SFU-TF has had meetings roughly every two weeks. SP+A studied the facilities, by priority and by school. Programming & Capacity has been published. The next meeting is Wednesday May 13, 2026. This past Saturday May 2, 2026 from 1:00PM-3:00PM, where some individuals stayed past 4:00PM. The informational session was led by Michelle Miller (SP+A). There is another public informational meeting Tuesday May 19, 2026 at 5:30PM. SP+A is working to refine options. There have been two Subcommittees created: the Stakeholder Engagement Subcommittee (gather input) and the Financial Impact Subcommittee (determine financing implications to taxpayers). The overtime of the project is on track. The goal of the SFU-TF will be to bring 1 or 2 options to the Board of Education at the conclusion of the study. Chairman Klepps asked Mr. Puz how the public participation has been, Mr. Puz feels the turnout is much lower now than what it was early on. Engagement is high for those individuals who do attend meetings, although both in person and virtual views have dropped.

K. Executive Session

- a. To discuss an attorney-client privileged memo

MOTION by Jon Puz to enter Executive Session at 8:54PM and invite Superintendent Sousa to join. Second by Kirby Morante.

UNANIMOUS

Everyone in attendance left the meeting.

The Board of Education members in attendance and Superintendent Sousa remained for Executive Session.

Motions following Executive Session were provided by Superintendent Sousa to the Recording Secretary.

L. Adjournment

MOTION by Kirby Morante to adorn the meeting at 9:12PM. Second by Jon Puz.

UNANIMOUS

*Respectfully submitted by,
Elizabeth Domas, Recording Secretary*

Recorded Regular & Special Board of Education meetings will be posted to:
https://www.youtube.com/channel/UCX-ZlomWmjG81dc_QM3rfq

Attachments:

(5) Communications to the Board of Education (*listed above*)
Student Presentation (Ellis Island & Statue of Liberty)
FOIA 101 - Presentation (Russell Blair)

Town of New Hartford Board of Education

BOE GF EXPENDITURE

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☐ Include pre encumbrance

☐ Print accounts with zero balance

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From Date: 5/1/2026

To Date: 5/31/2026

☐ Exclude inactive accounts with zero balance

Account Number	Description	Budget	Adjustments	GL Budget	Current	YTD	Balance	Encumbrance	Budget Bal	% Rem
100.1000.111.000.000	Staff	\$2,605,513.00	\$0.00	\$2,605,513.00	\$202,670.96	\$2,038,848.47	\$566,664.53	\$519,920.94	\$46,743.59	1.79%
100.1000.112.000.000	Support Saff	\$79,546.00	\$0.00	\$79,546.00	\$9,338.19	\$57,219.77	\$22,326.23	\$13,180.66	\$9,145.57	11.50%
100.1000.114.000.000	Substitutes	\$70,000.00	\$0.00	\$70,000.00	\$6,382.53	\$48,571.69	\$21,428.31	\$7,150.28	\$14,278.03	20.40%
100.1000.116.000.000	Stipends	\$23,655.00	\$463.00	\$24,118.00	\$8,150.00	\$16,625.00	\$7,493.00	\$2,100.00	\$5,393.00	22.36%
100.1000.313.000.000	Evaluation & Other services	\$10,500.00	\$0.00	\$10,500.00	\$0.00	\$12,718.70	(\$2,218.70)	\$0.00	(\$2,218.70)	-21.13%
100.1000.320.000.000	Purch Services	\$13,745.00	\$40.00	\$13,785.00	\$1,350.00	\$2,782.30	\$11,002.70	\$0.00	\$11,002.70	79.82%
100.1000.431.000.000	Equip Repairs	\$925.00	\$0.00	\$925.00	\$6,123.00	\$7,412.00	(\$6,487.00)	\$0.00	(\$6,487.00)	-701.30%
100.1000.560.000.000	CREC Magnet School Tuition	\$18,370.00	\$0.00	\$18,370.00	\$0.00	\$7,348.00	\$11,022.00	\$0.00	\$11,022.00	60.00%
100.1000.591.000.000	Travel	\$750.00	\$0.00	\$750.00	\$42.05	\$238.64	\$511.36	\$0.00	\$511.36	68.18%
100.1000.616.000.000	Teaching/ Instructional Supplies	\$24,500.00	\$29.98	\$24,529.98	\$2,589.11	\$17,976.29	\$6,553.69	\$3,244.33	\$3,309.36	13.49%
100.1000.641.000.000	Material	\$25,500.00	\$0.00	\$25,500.00	\$1,353.90	\$23,532.01	\$1,967.99	\$30,692.59	(\$28,724.60)	-112.65%
100.1000.642.000.000	Periodicals	\$2,700.00	\$0.00	\$2,700.00	\$0.00	\$3,372.17	(\$672.17)	\$0.00	(\$672.17)	-24.90%
100.1000.730.000.000	Equipment	\$1,200.00	\$0.00	\$1,200.00	\$0.00	\$1,301.70	(\$101.70)	\$0.00	(\$101.70)	-8.48%
	Func: Regular Education - 1000	\$2,876,904.00	\$532.98	\$2,877,436.98	\$237,999.74	\$2,237,946.74	\$639,490.24	\$576,288.80	\$63,201.44	2.20%
100.1200.111.000.000	Staff	\$1,149,959.00	\$109,425.30	\$1,259,384.30	\$103,481.05	\$1,028,367.80	\$231,016.50	\$259,898.47	(\$28,881.97)	-2.29%
100.1200.112.000.000	Support Saff	\$669,997.00	\$0.00	\$669,997.00	\$60,515.23	\$540,709.71	\$129,287.29	\$94,931.78	\$34,355.51	5.13%
100.1200.114.000.000	Substitutes	\$7,845.00	\$0.00	\$7,845.00	\$1,751.00	\$15,731.17	(\$7,886.17)	\$1,785.00	(\$9,671.17)	-123.28%
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%
100.1200.312.000.000	Pupil Services- Therapies	\$50,000.00	\$0.00	\$50,000.00	\$15,047.25	\$63,900.60	(\$13,900.60)	\$0.00	(\$13,900.60)	-27.80%
100.1200.313.000.000	Evaluation & Other services	\$16,500.00	\$0.00	\$16,500.00	\$0.00	\$3,000.00	\$13,500.00	\$0.00	\$13,500.00	81.82%
100.1200.314.000.000	Testing Supplies	\$20,000.00	\$0.04	\$20,000.04	\$532.00	\$5,430.61	\$14,569.43	\$910.00	\$13,659.43	68.30%
100.1200.324.000.000	Staff Development/ Inservice	\$2,500.00	\$0.00	\$2,500.00	\$126.95	\$2,452.70	\$47.30	\$555.00	(\$507.70)	-20.31%
100.1200.560.000.000	TUITION	\$475,000.00	\$0.00	\$475,000.00	\$40,556.80	\$312,504.36	\$162,495.64	\$43,611.80	\$118,883.84	25.03%
100.1200.591.000.000	TRAVEL	\$850.00	\$0.00	\$850.00	\$0.00	\$578.22	\$271.78	\$0.00	\$271.78	31.97%
100.1200.616.000.000	OFFICE SUPPLIES-C	\$4,500.00	\$0.00	\$4,500.00	\$6,845.11	\$8,345.19	(\$3,845.19)	\$974.07	(\$4,819.26)	-107.09%
100.1200.730.000.000	Equipment	\$4,000.00	\$0.00	\$4,000.00	\$244.42	\$1,928.18	\$2,071.82	\$1,218.41	\$853.41	21.34%
100.1200.890.000.000	DUES & FEES	\$1,038.00	\$0.00	\$1,038.00	\$0.00	\$1,013.00	\$25.00	\$0.00	\$25.00	2.41%
	Func: Special Education - 1200	\$2,403,189.00	\$109,425.34	\$2,512,614.34	\$229,099.81	\$1,983,961.54	\$528,652.80	\$403,884.53	\$124,768.27	4.97%
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%
100.2100.112.000.000	Support Saff	\$139,646.00	\$0.00	\$139,646.00	\$13,514.54	\$127,634.26	\$12,011.74	\$12,514.60	(\$502.86)	-0.36%
100.2100.114.000.000	Substitutes	\$3,500.00	\$0.00	\$3,500.00	\$492.00	\$3,738.00	(\$238.00)	\$246.00	(\$484.00)	-13.83%
100.2100.320.000.000	Purch Services	\$3,000.00	\$0.00	\$3,000.00	\$0.00	\$3,000.00	\$0.00	\$0.00	\$0.00	0.00%

Town of New Hartford Board of Education

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☒ Filter Encumbrance Detail by Date Range

From Date: 5/1/2026

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100.2100.431.000.000	EQUIPMENT SERVICE	\$255.00	\$0.00	\$255.00	\$0.00	\$255.00	\$0.00	\$0.00	\$0.00	0.00%
100.2100.616.000.000	Teaching/ Instructional Supplies	\$3,000.00	\$0.00	\$3,000.00	\$0.00	\$1,817.40	\$1,182.60	\$704.93	\$477.67	15.92%
100.2100.730.000.000	Equipment	\$475.00	\$0.00	\$475.00	\$0.00	\$465.57	\$9.43	\$0.00	\$9.43	1.99%
100.2100.890.000.000	DUES & FEES	\$141.00	\$0.00	\$141.00	\$0.00	\$0.00	\$141.00	\$0.00	\$141.00	100.00%
	Func: Health Services - 2100	\$150,017.00	\$0.00	\$150,017.00	\$14,006.54	\$136,910.23	\$13,106.77	\$13,465.53	(\$358.76)	-0.24%
100.2200.320.000.000	Purch Services	\$1,000.00	\$0.00	\$1,000.00	\$61.87	\$704.89	\$295.11	\$0.00	\$295.11	29.51%
100.2200.324.000.000	Staff Development/ Inservice	\$16,000.00	\$0.00	\$16,000.00	\$331.95	\$3,221.82	\$12,778.18	\$17,026.01	(\$4,247.83)	-26.55%
100.2200.325.000.000	Curriculum Work	\$12,000.00	\$0.00	\$12,000.00	\$264.00	\$8,742.17	\$3,257.83	\$754.00	\$2,503.83	20.87%
100.2200.593.000.000	PRINTING	\$250.00	\$0.00	\$250.00	\$78.12	\$78.12	\$171.88	\$0.00	\$171.88	68.75%
100.2200.616.000.000	Teaching/ Instructional Supplies	\$5,500.00	\$0.00	\$5,500.00	\$499.15	\$5,878.09	(\$378.09)	\$1,209.30	(\$1,587.39)	-28.86%
100.2200.618.000.000	Inovative Teaching	\$26,750.00	\$0.00	\$26,750.00	\$0.00	\$15,053.07	\$11,696.93	\$12,112.27	(\$415.34)	-1.55%
100.2200.641.000.000	Material	\$900.00	\$0.00	\$900.00	\$177.78	\$871.86	\$28.14	\$0.00	\$28.14	3.13%
100.2200.890.000.000	DUES AND FEES	\$100.00	\$0.00	\$100.00	\$0.00	\$206.00	(\$106.00)	\$0.00	(\$106.00)	-106.00%
	Func: Improvements of Instruction - 2200	\$62,500.00	\$0.00	\$62,500.00	\$1,412.87	\$34,756.02	\$27,743.98	\$31,101.58	(\$3,357.60)	-5.37%
100.2300.320.000.000	Purch Services	\$3,000.00	\$0.00	\$3,000.00	\$546.27	\$702.94	\$2,297.06	\$33.43	\$2,263.63	75.45%
100.2300.616.000.000	Teaching/ Instructional Supplies	\$550.00	\$0.00	\$550.00	\$223.29	\$570.92	(\$20.92)	\$0.00	(\$20.92)	-3.80%
100.2300.641.000.000	Material	\$14,443.00	\$0.00	\$14,443.00	\$0.00	\$16,747.54	(\$2,304.54)	\$5,615.29	(\$7,919.83)	-54.84%
100.2300.730.000.000	Equipment	\$700.00	\$0.00	\$700.00	\$27.35	\$27.35	\$672.65	\$0.00	\$672.65	96.09%
100.2300.890.000.000	DUES AND FEES	\$538.00	\$0.00	\$538.00	\$0.00	\$136.00	\$402.00	\$0.00	\$402.00	74.72%
	Func: Library Media - 2300	\$19,231.00	\$0.00	\$19,231.00	\$796.91	\$18,184.75	\$1,046.25	\$5,648.72	(\$4,602.47)	-23.93%
100.2400.111.000.000	Staff	\$74,750.00	\$0.00	\$74,750.00	\$5,750.00	\$69,000.00	\$5,750.00	\$5,750.00	\$0.00	0.00%
100.2400.112.000.000	Support Saff	\$55,289.00	\$0.00	\$55,289.00	\$4,158.88	\$47,127.06	\$8,161.94	\$7,828.48	\$333.46	0.60%
100.2400.321.000.000	TECHNICAL/LICENSES-C	\$44,308.00	\$0.00	\$44,308.00	\$5,700.00	\$48,620.90	(\$4,312.90)	\$0.00	(\$4,312.90)	-9.73%
100.2400.324.000.000	PROFESSIONAL DEVELOPMENT	\$1,500.00	\$0.00	\$1,500.00	\$0.00	\$571.96	\$928.04	\$7,200.00	(\$6,271.96)	-418.13%
100.2400.407.000.000	REPAIRS/MAINTENANCE-C	\$17,750.00	\$0.00	\$17,750.00	\$485.96	\$8,914.46	\$8,835.54	\$2,822.65	\$6,012.89	33.88%
100.2400.591.000.000	TRAVEL	\$400.00	\$0.00	\$400.00	\$0.00	\$84.00	\$316.00	\$0.00	\$316.00	79.00%
100.2400.616.000.000	SUPPLIES-C	\$200.00	\$0.00	\$200.00	\$0.00	\$23.49	\$176.51	\$0.00	\$176.51	88.26%
100.2400.730.000.000	EQUIPMENT-C	\$10,000.00	\$0.00	\$10,000.00	\$912.20	\$9,738.40	\$261.60	\$0.00	\$261.60	2.62%
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	\$204,597.00	\$0.00	\$204,597.00	\$17,007.04	\$184,080.27	\$20,516.73	\$23,601.13	(\$3,084.40)	-1.51%
100.2500.315.000.000	LEGAL	\$50,000.00	\$0.00	\$50,000.00	\$0.00	\$52,975.88	(\$2,975.88)	\$50,000.00	(\$52,975.88)	-105.95%
100.2500.320.000.000	SALARIES, BOARD SECRETARY	\$1,875.00	\$0.00	\$1,875.00	\$500.00	\$2,625.00	(\$750.00)	\$0.00	(\$750.00)	-40.00%
100.2500.616.000.000	OFFICE SUPPLIES	\$700.00	\$0.00	\$700.00	\$10.10	\$409.07	\$290.93	\$225.00	\$65.93	9.42%

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100.2500.689.000.000	HOSPITALITY	\$500.00	\$0.00	\$500.00	\$145.54	\$365.09	\$134.91	\$0.00	\$134.91	26.98%
100.2500.890.000.000	DUES & FEES	\$8,550.00	\$0.00	\$8,550.00	\$5,877.00	\$12,383.64	(\$3,833.64)	\$0.00	(\$3,833.64)	-44.84%
	Func: Board of Education - 2500	\$61,625.00	\$0.00	\$61,625.00	\$6,532.64	\$68,758.68	(\$7,133.68)	\$50,225.00	(\$57,358.68)	-93.08%
100.2600.111.000.000	Staff	\$190,275.00	\$0.00	\$190,275.00	\$14,636.54	\$175,638.48	\$14,636.52	\$14,636.52	\$0.00	0.00%
100.2600.112.000.000	Support Saff	\$162,644.00	\$0.00	\$162,644.00	\$12,652.50	\$140,713.11	\$21,930.89	\$12,273.25	\$9,657.64	5.94%
100.2600.113.000.000	SALARIES, SPECIAL PROJECTS	\$1,500.00	\$0.00	\$1,500.00	\$0.00	\$0.00	\$1,500.00	\$0.00	\$1,500.00	100.00%
100.2600.320.000.000	PROF/TECH SERVICES	\$16,260.00	\$0.00	\$16,260.00	\$29,580.00	\$44,325.61	(\$28,065.61)	\$350.00	(\$28,415.61)	-174.76%
100.2600.324.000.000	WORKSHOPS/CONFERENCES	\$3,100.00	\$0.00	\$3,100.00	\$1,413.74	\$2,703.57	\$396.43	\$200.00	\$196.43	6.34%
100.2600.591.000.000	TRAVEL-C	\$3,450.00	\$0.00	\$3,450.00	\$128.90	\$3,361.95	\$88.05	\$0.00	\$88.05	2.55%
100.2600.616.000.000	OFFICE SUPPLIES	\$3,000.00	\$0.00	\$3,000.00	\$470.09	\$1,395.64	\$1,604.36	\$0.00	\$1,604.36	53.48%
100.2600.642.000.000	PERIODICALS	\$200.00	\$0.00	\$200.00	\$0.00	\$171.60	\$28.40	\$0.00	\$28.40	14.20%
100.2600.693.000.000	DATA PROCESSING	\$1,500.00	\$0.00	\$1,500.00	\$293.00	\$448.42	\$1,051.58	\$0.00	\$1,051.58	70.11%
100.2600.730.000.000	EQUIPMENT	\$500.00	\$0.00	\$500.00	\$1,126.99	\$1,356.47	(\$856.47)	\$0.00	(\$856.47)	-171.29%
100.2600.890.000.000	DUES & FEES	\$5,300.00	\$0.00	\$5,300.00	\$0.00	\$5,127.00	\$173.00	\$0.00	\$173.00	3.26%
	Func: Central Office - 2600	\$387,729.00	\$0.00	\$387,729.00	\$60,301.76	\$375,241.85	\$12,487.15	\$27,459.77	(\$14,972.62)	-3.86%
100.2700.111.000.000	Staff	\$280,731.00	\$0.00	\$280,731.00	\$23,287.00	\$259,444.00	\$21,287.00	\$21,287.00	\$0.00	0.00%
100.2700.112.000.000	Support Saff	\$172,845.00	\$0.00	\$172,845.00	\$13,443.55	\$145,896.57	\$26,948.43	\$23,183.37	\$3,765.06	2.18%
100.2700.114.000.000	Substitutes	\$3,500.00	\$0.00	\$3,500.00	\$471.20	\$3,810.26	(\$310.26)	\$818.37	(\$1,128.63)	-32.25%
100.2700.591.000.000	Travel	\$1,125.00	\$0.00	\$1,125.00	\$0.00	\$447.30	\$677.70	\$0.00	\$677.70	60.24%
100.2700.616.000.000	Teaching/ Instructional Supplies	\$5,800.00	\$0.00	\$5,800.00	\$175.00	\$2,585.41	\$3,214.59	\$0.00	\$3,214.59	55.42%
100.2700.730.000.000	Equipment	\$4,000.00	\$0.00	\$4,000.00	\$6,649.21	\$24,542.23	(\$20,542.23)	\$0.00	(\$20,542.23)	-513.56%
100.2700.890.000.000	Professional Dues	\$1,326.00	\$0.00	\$1,326.00	\$0.00	\$1,326.00	\$0.00	\$0.00	\$0.00	0.00%
	Func: School Offices - 2700	\$469,327.00	\$0.00	\$469,327.00	\$44,025.96	\$438,051.77	\$31,275.23	\$45,288.74	(\$14,013.51)	-2.99%
100.2800.112.000.000	Support Saff	\$292,305.00	\$0.00	\$292,305.00	\$22,404.80	\$267,140.44	\$25,164.56	\$20,904.80	\$4,259.76	1.46%
100.2800.113.000.000	Special Projects/ Overtime	\$8,500.00	\$1,866.15	\$10,366.15	\$41.72	\$6,907.45	\$3,458.70	\$0.00	\$3,458.70	33.37%
100.2800.114.000.000	SALARIES, CUSTODIAN SUBSTITUTES	\$2,250.00	\$0.00	\$2,250.00	\$1,018.72	\$3,146.86	(\$896.86)	\$446.56	(\$1,343.42)	-59.71%
100.2800.402.000.000	Utilities	\$258,847.00	\$13,075.66	\$271,922.66	\$12,579.43	\$126,898.38	\$145,024.28	\$96,155.01	\$48,869.27	17.97%
100.2800.406.000.000	EMERGENCY REPAIRS-C	\$50,000.00	\$0.00	\$50,000.00	\$30,646.63	\$108,184.09	(\$58,184.09)	\$84,795.96	(\$142,980.05)	-285.96%
100.2800.407.000.000	MAINTENANCE-C	\$30,000.00	\$0.00	\$30,000.00	\$14,686.50	\$18,421.50	\$11,578.50	\$14,710.08	(\$3,131.58)	-10.44%
100.2800.420.000.000	SERVICE CONTRACTS-C	\$77,793.00	\$0.00	\$77,793.00	\$8,852.05	\$66,980.89	\$10,812.11	\$3,045.00	\$7,767.11	9.98%
100.2800.431.000.000	Equip Repairs	\$4,000.00	\$0.00	\$4,000.00	\$0.00	\$1,183.16	\$2,816.84	\$2,945.00	(\$128.16)	-3.20%
100.2800.530.000.000	POSTAGE	\$5,000.00	\$0.00	\$5,000.00	\$0.00	\$921.29	\$4,078.71	\$342.75	\$3,735.96	74.72%
100.2800.533.000.000	ADVERTISING	\$1,000.00	\$0.00	\$1,000.00	\$0.00	\$2,566.75	(\$1,566.75)	\$0.00	(\$1,566.75)	-156.68%

Town of New Hartford Board of Education

BOE GF EXPENDITURE

Fiscal Year: 2025-2026

☐ Include pre encumbrance

☐ Print accounts with zero balance

☒ Filter Encumbrance Detail by Date Range

From Date: 5/1/2026

To Date: 5/31/2026

☐ Exclude inactive accounts with zero balance

Account Number	Description	Budget	Adjustments	GL Budget	Current	YTD	Balance	Encumbrance	Budget Bal	% Rem
100.2800.592.000.000	PROP.INS. & LIAB	\$45,400.00	\$0.00	\$45,400.00	\$0.00	\$32,458.65	\$12,941.35	\$0.00	\$12,941.35	28.51%
100.2800.616.000.000	Teaching/ Instructional Supplies	\$35,000.00	\$0.00	\$35,000.00	\$3,495.25	\$20,636.69	\$14,363.31	\$755.54	\$13,607.77	38.88%
100.2800.731.000.000	EQUIPMENT, LEASED-C	\$42,000.00	\$1,015.05	\$43,015.05	\$7,107.38	\$37,364.54	\$5,650.51	\$0.00	\$5,650.51	13.14%
	Func: Plant Operations - 2800	\$852,095.00	\$15,956.86	\$868,051.86	\$100,832.48	\$692,810.69	\$175,241.17	\$224,100.70	(\$48,859.53)	-5.63%
100.2900.510.000.000	PUPIL TRANS.	\$559,855.00	\$0.00	\$559,855.00	\$55,629.18	\$445,033.44	\$114,821.56	\$111,258.36	\$3,563.20	0.64%
100.2900.511.000.000	TRANS SPEC ED	\$179,000.00	\$0.00	\$179,000.00	\$11,859.93	\$79,960.79	\$99,039.21	\$0.00	\$99,039.21	55.33%
	Func: Pupil Transportation - 2900	\$738,855.00	\$0.00	\$738,855.00	\$67,489.11	\$524,994.23	\$213,860.77	\$111,258.36	\$102,602.41	13.89%
100.6100.201.000.000	Medical & Dental Insurance	\$1,597,775.00	\$64,257.60	\$1,662,032.60	\$100,682.13	\$1,420,675.23	\$241,357.37	\$0.00	\$241,357.37	14.52%
100.6100.204.000.000	Life/Disability Insurance	\$19,680.00	\$0.00	\$19,680.00	\$1,656.05	\$20,710.95	(\$1,030.95)	\$0.00	(\$1,030.95)	-5.24%
100.6100.205.000.000	Social Security	\$111,209.00	\$0.00	\$111,209.00	\$8,707.13	\$87,329.29	\$23,879.71	\$11,216.38	\$12,663.33	11.39%
100.6100.206.000.000	Medicare	\$89,626.00	\$0.00	\$89,626.00	\$6,760.24	\$68,299.36	\$21,326.64	\$14,319.04	\$7,007.60	7.82%
100.6100.209.000.000	Pension Fund	\$171,101.00	\$0.00	\$171,101.00	\$5,950.12	\$164,847.06	\$6,253.94	\$7,271.00	(\$1,017.06)	-0.59%
100.6100.211.000.000	Tax Shelter Annuities	\$21,000.00	\$0.00	\$21,000.00	\$1,680.00	\$20,160.00	\$840.00	\$840.00	\$0.00	0.00%
100.6100.214.000.000	Unemployment Compensation	\$20,000.00	\$506.00	\$20,506.00	\$0.00	\$0.00	\$20,506.00	\$0.00	\$20,506.00	100.00%
100.6100.215.000.000	Workers' Comp	\$49,730.00	\$0.00	\$49,730.00	\$0.00	\$42,760.48	\$6,969.52	\$0.00	\$6,969.52	14.01%
100.6100.216.000.000	PARTIAL TUITION REIM.	\$10,000.00	\$0.00	\$10,000.00	\$0.00	\$5,119.50	\$4,880.50	\$0.00	\$4,880.50	48.81%
	Func: Employee Benefits - 6100	\$2,090,121.00	\$64,763.60	\$2,154,884.60	\$125,435.67	\$1,829,901.87	\$324,982.73	\$33,646.42	\$291,336.31	13.52%
	Fund: General Fund - 100	\$10,323,276.00	\$190,678.78	\$10,513,954.78	\$904,940.53	\$8,532,684.64	\$1,981,270.14	\$1,545,969.28	\$435,300.86	4.14%
400.1200.112.000.000	Support Saff	\$34,579.55	\$47,395.00	\$81,974.55	\$994.48	\$61,596.65	\$20,377.90	\$994.48	\$19,383.42	23.65%
400.1200.312.000.000	Pupil Services- Therapies	\$21,692.48	\$63,935.00	\$85,627.48	\$0.00	\$55,674.40	\$29,953.08	\$0.00	\$29,953.08	34.98%
400.1200.616.000.000	Teaching/ Instructional Supplies	\$2,737.60	\$3,500.00	\$6,237.60	\$1,574.98	\$1,899.12	\$4,338.48	\$1,311.00	\$3,027.48	48.54%
	Func: Special Education - 1200	\$59,009.63	\$114,830.00	\$173,839.63	\$2,569.46	\$119,170.17	\$54,669.46	\$2,305.48	\$52,363.98	30.12%
	Fund: IDEA 611 - 400	\$59,009.63	\$114,830.00	\$173,839.63	\$2,569.46	\$119,170.17	\$54,669.46	\$2,305.48	\$52,363.98	30.12%
401.1200.112.000.000	Support Saff	\$0.00	\$5,500.00	\$5,500.00	\$343.19	\$4,021.84	\$1,478.16	\$1,045.69	\$432.47	7.86%
401.1200.312.000.000	Pupil Services- Therapies	\$0.00	\$3,649.00	\$3,649.00	\$0.00	\$253.13	\$3,395.87	\$0.00	\$3,395.87	93.06%
	Func: Special Education - 1200	\$0.00	\$9,149.00	\$9,149.00	\$343.19	\$4,274.97	\$4,874.03	\$1,045.69	\$3,828.34	41.84%
	Fund: IDEA 619 - 401	\$0.00	\$9,149.00	\$9,149.00	\$343.19	\$4,274.97	\$4,874.03	\$1,045.69	\$3,828.34	41.84%
410.2200.325.000.000	Curriculum Work	\$48,127.75	\$0.00	\$48,127.75	\$7,009.00	\$26,153.25	\$21,974.50	\$21,974.50	\$0.00	0.00%
	Func: Improvements of Instruction - 2200	\$48,127.75	\$0.00	\$48,127.75	\$7,009.00	\$26,153.25	\$21,974.50	\$21,974.50	\$0.00	0.00%
410.2210.325.000.000	Curriculum Work	\$4,260.35	\$0.00	\$4,260.35	\$0.00	\$4,260.35	\$0.00	\$0.00	\$0.00	0.00%
	Func: OLD Improvement of Instruction - 2210	\$4,260.35	\$0.00	\$4,260.35	\$0.00	\$4,260.35	\$0.00	\$0.00	\$0.00	0.00%

Town of New Hartford Board of Education

BOE GF EXPENDITURE

Fiscal Year: 2025-2026

☐ Include pre encumbrance

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☒ Filter Encumbrance Detail by Date Range

From Date: 5/1/2026

To Date: 5/31/2026

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Account Number	Description	Budget	Adjustments	GL Budget	Current	YTD	Balance	Encumbrance	Budget Bal	% Rem
	Fund: REAP Grant - 410	\$52,388.10	\$0.00	\$52,388.10	\$7,009.00	\$30,413.60	\$21,974.50	\$21,974.50	\$0.00	0.00%
420.1200.112.000.000	Support Saff	\$0.00	\$43,992.00	\$43,992.00	\$5,638.98	\$36,020.05	\$7,971.95	\$8,519.21	(\$547.26)	-1.24%
420.1200.616.000.000	Teaching/ Instructional Supplies	\$0.00	\$1,800.00	\$1,800.00	\$1,137.71	\$1,137.71	\$662.29	\$662.29	\$0.00	0.00%
420.1200.730.000.000	Equipment	\$0.00	\$3,410.00	\$3,410.00	(\$5,450.00)	\$3,410.00	\$0.00	\$0.00	\$0.00	0.00%
	Func: Special Education - 1200	\$0.00	\$49,202.00	\$49,202.00	\$1,326.69	\$40,567.76	\$8,634.24	\$9,181.50	(\$547.26)	-1.11%
	Fund: SEED - 420	\$0.00	\$49,202.00	\$49,202.00	\$1,326.69	\$40,567.76	\$8,634.24	\$9,181.50	(\$547.26)	-1.11%
421.1200.312.000.000	Pupil Services- Therapies	\$44,844.50	\$0.00	\$44,844.50	\$4,386.00	\$34,066.75	\$10,777.75	\$0.00	\$10,777.75	24.03%
	Func: Special Education - 1200	\$44,844.50	\$0.00	\$44,844.50	\$4,386.00	\$34,066.75	\$10,777.75	\$0.00	\$10,777.75	24.03%
	Fund: ARPA - 421	\$44,844.50	\$0.00	\$44,844.50	\$4,386.00	\$34,066.75	\$10,777.75	\$0.00	\$10,777.75	24.03%
441.1000.112.000.000	Title I-A- Salaries 6/30/24	\$31,640.94	\$19,596.00	\$51,236.94	\$399.90	\$31,640.94	\$19,596.00	\$0.00	\$19,596.00	38.25%
	Func: Regular Education - 1000	\$31,640.94	\$19,596.00	\$51,236.94	\$399.90	\$31,640.94	\$19,596.00	\$0.00	\$19,596.00	38.25%
441.2200.616.000.000	Teaching/ Instructional Supplies	\$295.00	\$295.00	\$590.00	\$295.00	\$295.00	\$295.00	\$0.00	\$295.00	50.00%
	Func: Improvements of Instruction - 2200	\$295.00	\$295.00	\$590.00	\$295.00	\$295.00	\$295.00	\$0.00	\$295.00	50.00%
	Fund: Title I Part A - 441	\$31,935.94	\$19,891.00	\$51,826.94	\$694.90	\$31,935.94	\$19,891.00	\$0.00	\$19,891.00	38.38%
442.1000.112.000.000	Support Saff	\$4,099.85	\$6,793.00	\$10,892.85	\$584.75	\$7,058.68	\$3,834.17	\$2,444.25	\$1,389.92	12.76%
	Func: Regular Education - 1000	\$4,099.85	\$6,793.00	\$10,892.85	\$584.75	\$7,058.68	\$3,834.17	\$2,444.25	\$1,389.92	12.76%
442.2200.616.000.000	Teaching/ Instructional Supplies	\$350.00	\$350.00	\$700.00	\$0.00	\$0.00	\$700.00	\$350.00	\$350.00	50.00%
	Func: Improvements of Instruction - 2200	\$350.00	\$350.00	\$700.00	\$0.00	\$0.00	\$700.00	\$350.00	\$350.00	50.00%
	Fund: Title II Part A - 442	\$4,449.85	\$7,143.00	\$11,592.85	\$584.75	\$7,058.68	\$4,534.17	\$2,794.25	\$1,739.92	15.01%
444.2200.324.000.000	Staff Development/ Inservice	\$3,060.00	\$1,940.00	\$5,000.00	\$0.00	\$2,000.00	\$3,000.00	\$0.00	\$3,000.00	60.00%
444.2200.325.000.000	Curriculum Work	\$1,000.00	(\$500.00)	\$500.00	\$0.00	\$0.00	\$500.00	\$500.00	\$0.00	0.00%
444.2200.617.000.000	Curriculum Material	\$3,485.45	\$8,560.00	\$12,045.45	\$0.00	\$8,258.10	\$3,787.35	\$0.00	\$3,787.35	31.44%
	Func: Improvements of Instruction - 2200	\$7,545.45	\$10,000.00	\$17,545.45	\$0.00	\$10,258.10	\$7,287.35	\$500.00	\$6,787.35	38.68%
	Fund: TITLE IV - 444	\$7,545.45	\$10,000.00	\$17,545.45	\$0.00	\$10,258.10	\$7,287.35	\$500.00	\$6,787.35	38.68%
450.1200.560.000.000	Tuition	\$0.00	\$50,195.00	\$50,195.00	\$0.00	\$66,926.00	(\$16,731.00)	\$0.00	(\$16,731.00)	-33.33%
	Func: Special Education - 1200	\$0.00	\$50,195.00	\$50,195.00	\$0.00	\$66,926.00	(\$16,731.00)	\$0.00	(\$16,731.00)	-33.33%
	Fund: Excess Cost - 450	\$0.00	\$50,195.00	\$50,195.00	\$0.00	\$66,926.00	(\$16,731.00)	\$0.00	(\$16,731.00)	-33.33%
500.1500.000.000.000	Non-Lapsing Edu. Fund	\$217,452.00	\$0.00	\$217,452.00	(\$28,250.00)	\$0.00	\$217,452.00	\$0.00	\$217,452.00	100.00%
	Func: General - 1500	\$217,452.00	\$0.00	\$217,452.00	(\$28,250.00)	\$0.00	\$217,452.00	\$0.00	\$217,452.00	100.00%

Town of New Hartford Board of Education

BOE GF EXPENDITURE

Fiscal Year: 2025-2026

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From Date: 5/1/2026

To Date: 5/31/2026

Account Number	Description	Budget	Adjustments	GL Budget	Current	YTD	Balance	Encumbrance	Budget Bal	% Rem
	Fund: Non Lapsing - 500	\$217,452.00	\$0.00	\$217,452.00	(\$28,250.00)	\$0.00	\$217,452.00	\$0.00	\$217,452.00	100.00%
Grand Total:		\$10,740,901.47	\$451,088.78	\$11,191,990.25	\$893,604.52	\$8,877,356.61	\$2,314,633.64	\$1,583,770.70	\$730,862.94	6.53%

End of Report

Students

Ages of Attendance/Admissions/Placement

In accordance with Connecticut General Statute 10-186, the Board of Education shall provide education for all persons, residing in the District, five years of age and over, who reach age five on or before the first day of September (**effective July 1, 2024 2026**) of any school year, and under twenty-one (age twenty-two for special education students) who is not a graduate of a high school or vocational school, except as provided in Connecticut General Statutes [10-233c](#) and [10-233d](#).

Additionally, according to Connecticut General Statute [10-76d](#) (b2), special education will be provided for children who have attained the age of three and who have been identified as being in need of special education, and whose educational potential will be irreparably diminished without special education. If a special education student is being considered for an exception, the Planning and Placement Team (PPT) will make a recommendation to the administrator in charge of special education.

In order to determine a child's eligibility for ELL programs, parents/guardians of all new students enrolling for the first time and all re-enrolling students who have not previously attended a Connecticut public school must complete a Home Language Survey (HLS) at the time of enrollment. A student may also take a screening exam. The student must be enrolled first before the administration of the assessment. Neither the survey nor the exam are conditions of enrollment.

Note: *When a student is enrolling in a new school district or new state charter school, written notification of such enrollment shall be provided to the previous school district or charter school not later than two business days after the student enrolls.*

Children who apply for initial admission to the District's schools by transfer from nonpublic schools or from schools outside the District will be placed at the grade they would have reached elsewhere pending observation and evaluation by classroom teachers, guidance personnel, and the school Principal. After such observations and evaluations have been completed, the Principal will determine the final grade placement of the children.

Parents and those who have the control of children five years of age and under eighteen years of age, are obligated by Connecticut law to require their children to attend public day school or its equivalent in the District in which such child resides, unless such child is a high school graduate or the parent or person having control of such child is able to show that the child is elsewhere receiving equivalent instruction in the studies taught in the public schools. Students under age eighteen are subject to mandatory attendance laws unless they are at least seventeen and their parent/guardian, or other person having control of the child, consents to such child's removal from school. The parent or person shall exercise this option by personally appearing at the school district office to sign a withdrawal form.

Such withdrawal form shall include an attestation from a guidance counselor, school counselor or school administrator of the school that this District has provided the parent or person with information on the educational opportunities options available in the school system and in the community, and the parent or guardian that the child will be enrolled in an adult education program upon the child's withdrawal from school.

Enrollment

The enrollment process shall be focused on obtaining only the information deemed necessary to establish residency and age. The District shall not request other information as a condition of enrollment or state in its policies or on its websites or otherwise, that other information is required to enroll children. The District shall immediately enroll a homeless child and allow such student to attend school even if the student is unable to produce records normally required for enrollment. Additional data collection may occur, but it must be completed in such a manner that does not interfere with the enrollment of a child in school.

Each child entering the District schools for the first time must present a birth certificate or offer legal evidence of birth data, as well as proof of a recent physical examination and required immunizations. Other documents that may be accepted as proof of a child's age include, but are not limited to, a photocopy of a birth certificate, earlier school records, state-issued identification document, driver's license or passport, parent's affidavit or unsworn statement as to a child's age, physician's certificate verifying a child's age, or immunization records.

If the parents or guardians of any children are unable to pay for such immunizations and/or physicals, the expense of such immunizations and/or physicals shall on the recommendation of the Board, be paid by the Town. Proof of domicile may also be requested by the Building Principal.

The parent or person having control of a child five years of age shall have the option of not sending the child to school until the child is six years of age by December 31st of any school year. The parent or person having control of a child six years of age shall have the option of not sending the child to school until the child is seven years of age by December 31st of any school year.

Any child entering or returning to the District from placement in a juvenile detention school, the Connecticut Juvenile Training School, or any other residential placement, shall have the educational records of such child provided to the Superintendent of Schools by the Department of Children and Families (DCF) and the Judicial Department. Such information will be shared with the Principal of the school to which the student is assigned. The Principal can disclose them to the staff who teach or care for the child.

The District will immediately enroll any student who transfers from Unified District No. 1 or Unified District No 2. A student transferring from the Unified School Districts who had previously attended school in the local District shall be enrolled in the school such student previously attended, provided such school has the appropriate grade level for the student.

Residency

The District, when determining residency, shall not request documentation of citizenship or immigration status of a child or the child's parents/guardians. The Board believes such documentation is not relevant to establishing residency.

In the establishment of residency, the Board will accept such documentation as, but not limited to, a lease agreement, mortgage document, property tax record, rent receipt, home owners insurance, current utility bill, current proof of government benefits, CT driver's license, automobile registration or insurance. An Affidavit of Residence, properly executed, shall also be acceptable.

For purposes of establishing the residency of a child of a member of the armed forces, as defined in C.G.S. [27-103](#), and who is seeking enrollment in a district school, in which such child is not yet a resident, the Board shall accept the military orders directing such member to Connecticut or any other documents from the armed forces indicating the transfer of such member to Connecticut as proof of residency in the District.

The above requirements are not to serve as barriers to immediate enrollment of students, designated as homeless or foster children as required by the Every Student Succeeds Act (ESSA) and the McKinney-Vento Act as amended by the ESSA. The District shall work with the local child welfare agency, the school last attended, or other relevant agencies to obtain necessary enrollment documentation. The District shall immediately enroll a homeless student and allow such student to attend school even if the student is unable to produce records normally required for enrollment.

The parent/guardian of any child who is denied admission to the District's schools, or an unaccompanied minor, a student eighteen years of age or older, a homeless child or youth or an unaccompanied youth who is denied schooling on the basis of residency, or an agent or officer charged with the enforcement of the laws concerning attendance at school may request, in writing, a hearing by the Board of Education.

The parent or person shall exercise such option by personally appearing at the school district office and signing an option form. The District shall provide the parent or person with information on the educational opportunities available in the school system.

A child who has attained the age of seventeen and who has voluntarily terminated enrollment with parental consent in the District's schools and subsequently seeks readmission may be denied readmission for up to ninety school days from the date of such termination unless such child seeks readmission to the District not later than ten (10) school days after such termination in which case the Board shall provide school accommodations to such child not later than three school days after such child seeks readmission.

A child who has attained the age of nineteen or older may be placed in an alternative school program or other suitable educational program if he/she cannot acquire a sufficient number of credits for graduation by age twenty-one.

In summary:

A parent with a child 5 and **under 18** is obligated to have that child attend school.

- Unless the child graduated High School
- Unless the parent demonstrates the child is receiving equivalent instruction elsewhere.

Students **under 18** are subject to mandatory attendance laws

- Unless they are at least 17 and the parent consents to the child's removal from school having demonstrated the child is receiving equivalent instruction elsewhere.

The parent must personally appear at the school district office, and sign a withdrawal form. (**18 year old**)

- The form must include an attestation from a guidance counselor, school counselor, or school administrator
- The attestation must indicate that the parent or student received information regarding educational programs or options available in the school or community.

The parent must personally appear at the school district office, and sign a withdrawal form. (**17 year old**)

- The form must include an attestation from a guidance counselor, school counselor, or school administrator
- The attestation must indicate that the parent or student received information regarding educational programs or options available in the school or community.
- The parent or guardian must attest that the 17 year old withdrawing student has enrolled in an adult education program

The parent with a five year old has the option of not sending a child until 6.

The parent with a six year old has the option of not sending a child until 7.

(cf. [5118.1](#) - Homeless Students)

(cf. 5118.3 - Children in Foster Care)

(cf. 6146 - Graduation Requirements)

Legal Reference: Connecticut General Statutes

[4-176e](#) to [4-180a](#) Agency hearings

[4-181a](#) Contested cases. Reconsideration. Modifications.

[10-15](#) Towns to maintain schools

[10-15c](#) Discrimination in public schools prohibited. School attendance by five-year-olds

[10-76a](#) - 10-76g re special education

[10-184](#) Duties of parents (re mandatory schooling for children ages five to sixteen, inclusive) as amended by PA-98-243, PA 00-157, PA 09-6 (September Special Session) and PA 18-15

[10-186](#) Duties of local and regional boards of education re school attendance. Hearings. (as amended by P.A. 19-179)

P.A. 19-179 An Act concerning Homeless Students; Access to education

Appeals to State Board. Establishment of hearing board

[10-233a](#) - 10-233f Inclusive; re: suspend, expel, removal of pupils

[10-233c](#) Suspension of pupils

[10-233d](#) Expulsion of pupils

State Board of Education Regulations

[10-76a-1](#) General definitions (c) (d) (q) (t)

P.A. 19-179 An Act Concerning Homeless Students' Access to Education

"Guidance for Connecticut School Districts: Enrollment Process and Practice," State Department of Education, December 2019.

P.A. 21-86 An Act Concerning the Enrollment of Children of Members of the Armed Forces in Public Schools and the Establishment of a Purple Star School Program

McKinney-Vento Homeless Assistance Act (PL 107-110 Sec. 1032) 42 U.S.C. 11431-11435, as amended by the ESSA, P.L. 114-95

Federal Register: McKinney-Vento Education for Homeless Children & Youths Program, Vol. 81 No. 52, 3/17/2016

Connecticut Public Act 26-1, finalization bill passed by the Connecticut General Assembly to resolve the inconsistencies created by the initial kindergarten age change, Public Act 23-208, Section 1 (which amended C.G.S. § 10-15c).

Policy adopted: June 4, 2024

Narrative for Policy #5142 - School Safety: Preparation, Response, and After Action

Public Act 19-52 requires the Department of Emergency Services and Public Protection (DESPP) to (1) update state school security and safety plan standards, (2) simplify certain school security reporting requirements and school security infrastructure grant applications, and (3) develop criteria to identify qualified school security consultants and limit the existing registry to such individuals only. It also adds related duties for the State Department of Education (SDE) and the School Safety Infrastructure Council.

School Security and Safety Plans

By law, boards of education must develop a **school security and safety plan** for each school within their district, and DESPP, in consultation with SDE, must develop standards for these plans. The plans must align with DESPP standards, which, among other things, (1) provide an all-hazards approach to handling emergencies at public schools, (2) require involvement of local education and public safety officials, and (3) require the creation of a security and safety committee at each school (CGS §10-222n).

The Act requires DESPP, in consultation with SDE, to reevaluate and update existing school security and safety plan standards every three years. It also requires SDE to distribute the standards to all public schools. Under existing law, DESPP must make the standards available to local officials, including boards of education, and submit them annually to the Education and Public Safety and Security Committees of the General Assembly.

Existing law requires boards of education to annually review and, if necessary, update the school security and safety plans for each school in their districts and submit them to DESPP. Additionally, under existing law, the school security and safety plan standards must require local law enforcement and other local public safety officials to evaluate, score, and provide feedback on fire drills and crisis response drills. **Boards must annually submit a report to DESPP regarding those drills.**

The Act requires DESPP to evaluate and simplify the reporting requirements boards must meet regarding their **school security and safety plans and their fire and crisis response drills**. DESPP was required to submit a report to the Public Safety and Security Committee by January 1, 2020, identifying the essential components for these reports and indicating how the department will simplify the requirements. DESPP was required to implement the new requirements based on its findings by July 1, 2020.

School Security Infrastructure Competitive Grant Program

Boards of education can apply to DESPP, on behalf of their town or member towns, for funds under a competitive state grant program to improve school security infrastructure (PA 13-3 §84). Under this Act, DESPP and the School Safety Infrastructure Council must evaluate and simplify the documentation requirements of applications for those grants. Both DESPP and the Council must submit a report to the Public Safety and Security Committee by January 1, 2020, identifying the essential components for these applications and indicating how the department will simplify the requirements. Both DESPP and the Council must implement the new requirements based on their findings by July 1, 2020.

Narrative for Policy #5142 - School Safety: Preparation, Response, and After Action (continued)

School Security Consultants

The Act required DESPP to (1) develop criteria to identify qualified school security consultants operating in the state and (2) limit its existing school security consultants' registry to include only these qualified individuals. (The Act does not provide DESPP with guidance on what must be considered in developing criteria for qualified consultants.) By existing law, DESPP updates this registry annually, makes it available to the public upon request, and publishes it on the department's website.

Policy Implications

Policy #5142 School Safety: Preparation, Response, and After Action combines three previous CABE model policies: Safe and Secure School Facilities (#3516), Crisis Management Plan (#5141.6) and Emergencies and Disaster Preparedness (#6114). These policies are no longer necessary due to the updated 5142 policy. This policy is a comprehensive safety and security policy that covers the essential components of policies 3516, 5141.6 and 6114. CABE recommends rescinding these three policies upon the adoption of the updated 5142 policy.

**November 2019
Revised December 2025**

This is a recommended policy to consider and combines three previous CABE model policies: Safe and Secure School Facilities (3516), Emergencies and Disaster Preparedness (6114) and Crisis Management Plan (5141.6) These three policies can be rescinded upon the adoption of the newly updated 5142.

Students

School Safety: Preparation, Response, and After Action

It is the policy of the **New Hartford** Board of Education to maintain a safe, orderly, civil, and positive learning environment and to be prepared, as far as possible, to prevent and respond quickly and appropriately to unexpected crises, such as emergencies, disasters, and threats.

The Board of Education shall strive to build safe, supportive, and academically challenging school learning environments in partnership with students, staff members, families and community leaders and officials. Supporting these efforts, along with ensuring all facilities, grounds, equipment, and vehicles meet acceptable injury and violence prevention standards for design, installation, use, and maintenance, the Board recognizes that sound emergency preparedness planning and response are essential for the health, welfare, and safety of all students, staff and visitors. All school community members are responsible for doing everything in their power to promote everyone's safety at all times. District staff and students shall be prepared to respond immediately and responsibly to any combination of events that threaten the school community.

The Board directs the Superintendent to develop, maintain, and implement an *Emergency Disaster Preparedness and Response Plan* (**District Security and Safety Plan**) and, for each school, a **School Security and Safety Plan** and administrative procedures that detail provisions for responding to emergencies and disasters. This Plan will articulate the roles of local emergency service providers in crisis preparedness and incident management, which shall be included in the District's Security and Safety Plan.

The School Security and Safety Plan

The Superintendent shall use state-approved School Security and Safety Plan Standards and a School Security and Safety Plan Template to comply with the National Incident Management System (NIMS) and incorporate the National Incident Command System when updating District-and site-level emergency and disaster preparedness plans. Each school in the district, each school year, will develop and implement a **School Security and Safety Plan**. Such plan shall be based upon the standards issued by the *Department of Emergency Services and Public Protection/Division of Emergency Management and Homeland Security (DESPP/DEMHS)* and the *School Security and Safety Plan Template*. In addition to preparedness and response, the plan shall provide guidance on recovery from any emergency incident.

In developing the District and School Security and Safety Plans, which include plans for various crisis scenarios, such as fire, bus accidents, criminal acts, civil disturbances, presence of intruders, hazardous material spill, weather-related emergencies, and bomb threats, the Superintendent shall collaborate with local and state emergency responders and local health officials in compliance with the provisions of PA 13-3.

Students

School Safety: Preparation, Response, and After Action

The School Security and Safety Plan (continued)

The Board, through the Superintendent, shall annually, by November 1 of each year, submit the School Security and Safety Plans for each school to the Department of Emergency Services and Public Protection via submission to the District's DEMHS Regional Coordinator in the manner prescribed by said agency.

The Superintendent or designee shall use the School Security and Safety Plan standards and plan templates developed by the Department of Emergency Services, state-approved Standardized Emergency Management System guidelines, be compliant with the National Incident Management System (NIMS) and incorporate the National Incident Command System when updating district and site-level emergency and disaster preparedness plans.

The School Security and Safety Plan shall be developed within the context of the four recognized phases of crisis management: Mitigation/Prevention, Preparedness, Response, and Recovery.

District Security and Safety Committee

The District Security and Safety Committee includes the Superintendent, Police Chief, Fire Chief, representative of school leadership, teachers and staff, mental health and special education staff representatives, and others deemed necessary. This Committee shall meet each month and fulfill the following tasks:

- Oversee and facilitate the process for the development and submission of School Security and Safety Plans;
- Ensure that District and school site security and safety plans address an all-hazards approach to emergencies;
- Assist individual school-based crisis response teams (the School Security and Safety Committee) to include community partners and school-based personnel as specified;
- Develop training activities and conduct emergency exercises, such as tabletop exercises, to support and improve the plan;
- Initiate, build, and maintain relationships with community partners;
- Conduct regular safety, security and hazard assessments;
- Establish and update the district emergency management plan;
- Interview vendors that provide products related to school safety and security;
- Meet with the Board of Education committee that oversees district security and safety to report on the following:
 - Input related to policy changes and updates;
 - Resources supporting security and safety initiatives;
 - Security and safety concerns facing the District;
 - Updates on communication procedures and protocols;
 - *(Discussions relating to emergency plans may require an Executive Session.)*

Students

School Safety: Preparation, Response, and After Action

District Security and Safety Committee (continued)

Each school shall establish a **School Security and Safety Committee** to assist in developing and implementing the school's **Security and Safety Plan**. Such plans shall be based upon the Department of Emergency Services and Public Protection standards.

The members of the Committee shall include a *local police officer, local first responder, teacher and administrator* from the school, a *mental health professional, a parent or legal guardian* of a student at the school, a *special education teacher, the administrator(s) designated to interact with immigration authorities*, and any other person deemed necessary, such as a *school nurse, custodian, local health director, transportation coordinator*, etc. Schools shall collaborate closely with law enforcement, fire and emergency services personnel, and community partners, including public health professionals, to develop a plan that addresses a wide range of crises. A security vulnerability assessment of each school shall be conducted every two years; the results of which shall be incorporated into the school's Security and Safety Plan and reported to the DEMHS Regional Coordinator.

School Security and Safety Plans are to be updated and submitted annually and conform to standards and templates developed by the Department of Emergency Services and the Division of Emergency Management and Homeland Security (DEMHS) pursuant to Section 86 of Public Act 13-3. In addition, the Superintendent or designee shall ensure that the District's procedures include strategies and actions that comply with the National Incident Management System (NIMS) used by all first responders at all levels of prevention/mitigation, preparedness, response and recovery.

For each school year, each School Security and Safety Plan shall be updated to include protocols for interacting with a federal immigration authority who appears in person at a school in the District or otherwise contacts a school to request information. For purposes of this policy, a "federal immigration authority" means "any officer, employee or other person otherwise paid by or acting as an agent of the United States Immigration and Customs Enforcement or any successor agency thereto or any division thereof or any officer, employee or other person otherwise paid by or acting as an agent of the United States Department of Homeland Security or any successor agency thereto who is charged with enforcement of the civil provisions of the Immigration and Nationality Act."

Such protocols shall be based on applicable law and the CSDE's "Guidance to K-12 Public Schools Pertaining to Immigration Activities," or any subsequent applicable CSDE guidance, and shall include, at a minimum:

- A. the designation of at least one administrator at each school to serve as the individual responsible for interacting with the federal immigration authority;

Students

School Safety: Preparation, Response, and After Action

District Security and Safety Committee (continued)

- B. provisions that such administrator, or any other school employee, may:
 - 1. request and record a federal immigration authority's identification, including the name, badge or identification number, telephone number and business card of such federal immigration authority;
 - 2. ask such federal immigration authority if the federal immigration authority is in possession of a judicial warrant to support the federal immigration authority's request and, if so, to produce such judicial warrant;
 - 3. review any warrant or other materials that the federal immigration authority produces to determine who issued such warrant and what the warrant or other material authorizes the federal immigration authority to do; and
 - 4. consult with legal counsel for the Board, or guidance developed by such legal counsel, on how to interact with the federal immigration authority with regards to the nature of the request, whether a warrant is produced, the details of any such warrant, whether such warrant is a judicial warrant or an administrative warrant, whether the federal immigration authority is claiming exigent circumstances, and any other consideration identified by the Board's legal counsel; and
- C. permission for other school personnel to direct such federal immigration authorities who request access to any records, information, the interior of the school building, or other school personnel to communicate with the administrator.

(cf. 5114 - Suspension/Expulsion; Student Due Process)

(cf. 6114.7 - Safe Schools)

Legal Reference: Connecticut General Statutes

10-154a Professional communications between teacher or nurse and student.

10-207 Duties of medical advisors.

10-209 Records not to be public.

10-210 Notice of disease to be given parent or guardian.

10-220f Safety committee

10-221 Boards of education to prescribe rules

10-222m School security and safety plans. School security and safety committees

10-231 Fire drills

19a-221 Quarantine of certain persons.

Students

School Safety: Preparation, Response, and After Action

Legal Reference: Connecticut General Statutes (continued)

52-557b Immunity from liability for emergency medical assistance, first aid or medication by injection. School personnel not required to administer or render.

The Family Educational Rights and Privacy Act of 1974, (FERPA), 20 U.S.C. 1232g, 45 C.F.R. 99.

P.A. 13-3 An Act Concerning Gun Violence Prevention and Children's Safety (Section 86, 87, 88)

P.A. 19-5 An Act Concerning the Safe Storage of Firearms in the Home and Firearm Safety Programs in Public Schools

Public Act No. 25-1, An Act Concerning Interactions Between School Personnel and Immigration Authorities, the Purchase and Operation of Certain Drones, Grants to Certain Nonprofit Organizations, and Student Athlete Compensation Through Endorsement Contracts and Revenue Sharing Agreements

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State Standards:

Connecticut State Department of Education, *Guidance to K-12 Public Schools Pertaining to Immigration Activities* (January 28, 2025)

Policy adopted:
cps 1/25
rev 4/25
rev 12/25

A sample regulation to accompany the policy.

Students

School Safety: Preparation, Response, and After Action

The Superintendent/Designee, on behalf of the Board of Education, shall ensure that District and School Security and Safety Plans address an all-hazards approach to emergencies and shall include, but not be limited to:

1. Fire on or off school grounds that endangers students and staff;
2. Natural disasters;
3. Environmental hazards;
4. Attack or disturbance, or threat of attack or disturbance, by an individual or group;
5. Bomb threat or actual detonation;
6. Biological, radiological, chemical, and other activities, or heightened warning of such activities;
7. Medical emergencies and quarantines, such as pandemic influenza outbreaks.

Protocols for Interacting with Federal Immigration Authorities

Through this policy, the Board of Education commits to ensuring that the **New Hartford** Public Schools follow all guidelines and protocols established by the Connecticut State Department of Education regarding interactions between immigration authorities and the District. These plans cover each school.

These plans specifically require each district to do the following:

1. Designate at least one administrator at each school to serve as the individual responsible for interacting with federal immigration authorities;
2. Specify that this administrator, or any other school employee, may request specific information from the immigration authorities to take specific other actions (see below); and
3. Permit other school personnel to direct immigration authorities to the designated administrator if they request access to records, information, the interior of the school building, or to communicate with other school personnel.

Actions that the designated administrator or any other school employee may take:

1. Request and record a federal immigration authority's identification, including the name, badge or identification number, telephone number, and business card;
2. Ask the immigration authority if he or she has a judicial warrant to support the authority's request and, if so, show the warrant;
3. Review warrants or other materials that the authority provides to determine who issued the warrant and what it or the other material authorizes the authority to do; and
4. Consult with the school district's legal counsel (or legal counsel's guidance) on how to interact with the immigration authority regarding the request's nature, whether a warrant is produced, the warrant's details (including whether it is a judicial warrant or an administrative warrant), whether the immigration authority is claiming exigent circumstances, and any other consideration the legal counsel has identified.

Students

School Safety: Preparation, Response, and After Action (continued)

No staff member shall be disciplined, suspended, terminated, or otherwise punished for implementing the updated school security and safety plan regarding staff interactions with an immigration authority. This protection specifically applies to staff who take any of the permitted actions listed above and direct the immigration authority to communicate with the designated administrator. *(PA 25-1 An Act Concerning Interactions Between School Personnel and Immigration Authorities, The Purchase and Operation of Certain Drones, Grants to Certain Nonprofit Organizations, and Student Athlete Compensation Through Endorsement Contracts and Revenue Sharing Agreements)*

Each school and district building shall establish a **School Security and Safety Committee**. The Committee is responsible for developing the school's Security and Safety Plan and shall include a *local police officer, local first responder, teacher and administrator* from the school, a *mental health professional, a special education department representative, a parent or guardian of a student at the school, the administrator(s) designated to interact with immigration authorities*, and may include any other person deemed necessary, such as a *nurse, custodian or property manager, local emergency management director, local public health director, information technology manager, and transportation coordinator*. The School Security and Safety Committee shall also invite subject-matter experts to participate as needed, including, for example, the local public works director and/or the food service director.

The Superintendent shall annually review, update as necessary, and submit a School Security and Safety Plan for each school under its jurisdiction to the DESPP/DEMHS Regional Coordinator based on the standards and required template as updated. These annual submissions shall also include the results of security and vulnerability assessments conducted every two years for each school.

The Superintendent shall identify a lead administrator, such as the school principal, who shall conduct a security and vulnerability assessment for each school under the jurisdiction of such board every two years and develop a plan as described in Personal safety and security (Number 4 under Security and Safety Plans) and Steps to be taken after the disaster or emergency (Number 8 under the same section). By November 1st of each school year, the board of education, through the superintendent, shall submit to its DEMHS Regional Coordinator an electronic copy of the plan for that year.

School Security and Safety Plans shall be based on the school security and safety plan standards and template developed by the Department of Emergency Services and Public Protection, pursuant to section 86 of PA 13-3.

Students

School Safety: Preparation, Response, and After Action (continued)

In addition, the Superintendent/Designee shall ensure that the District's procedures include strategies and actions that are compliant with the National Incident Management System (NIMS) used by all first responders at all levels for prevention/mitigation, preparedness, response and recovery, including, but not limited to, the following:

1. **Regular inspection** of school facilities and equipment and identification of risks;
2. **Instruction and practice** for students and employees regarding emergency plans, including:
 - a. Staff training in first aid, stop the bleed and cardiopulmonary resuscitation;
 - b. Regular practice of emergency procedures by students and staff.
3. Specific determination **of roles and responsibilities** of staff during a disaster or other emergency, including determination of:
 - a. The appropriate chain of command at the District and, if communication between District and site is not possible, at each site. (Use of the National Incident Command System);
 - b. Individuals responsible for specific duties;
 - c. Designation of the Principal for the overall control and supervision of activities at each school during the emergency, including authorization to use his/her discretion in situations that do not permit execution of prearranged plans;
 - d. Identification of at least one person at each site who holds a valid certificate in first aid and cardiopulmonary resuscitation;
 - e. Assignment of responsibility for identifying injured persons and administering first aid.
4. **Personal safety and security**, including:
 - a. Identification of areas of responsibility for supervision of students;
 - b. Procedures for evacuation of students and staff, including a procedure to release students, including posting of evacuation routes;
 - c. Procedures for release of students, including a procedure to release students when reference to the emergency card is not feasible;
 - d. Identification of transportation needs, including a plan that allows bus seating capacity limits to be exceeded when a disaster or hazard requires students to be moved immediately to ensure their safety;
 - e. Provision of a first aid kit to each classroom;
 - f. Arrangements for students and staff with special needs;
 - g. Upon notification that a health crisis, such as a pandemic, exists, attendance policies for students and sick leave policies for staff with known or suspected infectious diseases should be adjusted.

Students

School Safety: Preparation, Response, and After Action (continued)

5. **Closure of schools**, including an analysis of:
 - a. The duration of the event's impact and possible scenarios;
 - b. The impact on student learning and methods to ensure continuity of instruction;
 - c. How to provide for continuity of operations for essential central office operations;
 - d. Communicating school closures and other operational decisions to the staff, students, Board of Education, local officials, and community members.
6. **Communication** among staff, parents/guardians, the Board of Education, other governmental agencies, and the media during an emergency, including:
 - a. Identification of spokesperson(s);
 - b. Development and testing of communication platforms, such as hotlines, telephone/messaging trees, websites and social media;
 - i. Communicate to students, staff, parents, community, officials, and Board on how/when they can expect information to be shared;
 - ii. Share what crisis-related communications can and can't include;
 - iii. Share how they will be updated during a crisis;
 - iv. Share how they will be provided with after-action summaries of an event, including but not limited to what occurred, how the District responded, and actions the District will take to prepare for similar future occurrences.
 - c. Development of methods to ensure that communications are, to the extent practicable, in a language and format that is easy for parents/guardians to understand;
 - d. Distribution of information about District and school site emergency procedures to staff, students, and parents/guardians.
7. **Cooperation with other state and local agencies**, including:
 - a. Development of guidelines for law enforcement, fire department, and medical emergency responder involvement, intervention, and after-action analysis and feedback;
 - b. Collaboration with the local health department, including developing a tracking system to alert the local health department to a substantial increase in student or staff absenteeism as indicative of a potential outbreak of an infectious disease.
8. **Steps to be taken after the disaster or emergency**, including:
 - a. Inspection of school facilities;
 - b. Provision of mental health services for students and staff, as needed;
 - c. After-action review after each event: (This review should involve school and district administration, staff, and emergency services personnel involved in the incident. Each review should result in a written summary to prepare for future events).

Students

School Safety: Preparation, Response, and After Action (continued)

The Superintendent shall establish a **District Security and Safety Committee**. The Committee is responsible for overseeing the schools' development, submission and implementation of Security and Safety Plans and shall keep track of all drill logs and other documents required for submission.

The District Security and Safety Committee shall include the *Chief of Police, Chief of Fire/Emergency, a teacher and administrator representative* from a primary and secondary school, a *mental health professional, a special education department representative, a parent/guardian of a student* enrolled in a district school, and may include any other person deemed necessary, such as a *nurse, custodian or property manager, local emergency management director, local public health director, information technology manager, and transportation coordinator*. The District Security and Safety Committee shall also invite emergency management experts and vendors to share information and products for consideration to improve security and safety procedures, fortification measures, and communication systems.

The District Security and Safety Committee shall organize annual District training, including tabletop exercises, drills, and other activities to promote district security. Such activities include, but are not limited to, parent information sessions, Board of Education presentations and updates, and the review and update of published security and safety documents and communications.

The School Security and Safety Plans shall be reviewed annually and updated if necessary and shall use as its framework the **Four Phases of Emergency Management for Schools**:

1. Prevention-Mitigation Phase

- a. Prevention is the action schools and districts can take to decrease the likelihood that an event or crisis will occur.
- b. Mitigation actions are steps that eliminate or reduce the loss of life or property damage for events that cannot be prevented.
 - i. Assess and address the safety integrity of facilities, security, culture, and climate of the schools, and is considered an ongoing process, directly linked to the other three phases;
 - ii. Correlate with school climate policy and subsequent plans;
 - iii. Work with community partners to conduct an assessment of school buildings, grounds, and the surrounding community.
- c. Examples of items to build into the crisis management plan:
 - i. Fencing hazardous areas;
 - ii. Anchoring outdoor equipment;
 - iii. Installing building access control measures, such as buzz-in systems, photo IDs, security cameras, alarm systems, and fortification measures;
 - iv. Conducting school vulnerability assessments, such as campus entry points and buffer zones;
 - v. Establishing wellness programs;
 - vi. Establishing tools and protocols for identifying and immediately sharing concerns, such as See Something, Say Something;
 - vii. Correlate with health, wellness, and school climate policies.

Students

School Safety: Preparation, Response, and After Action (continued)

2. Preparedness Phase

- a. Preparedness is designed to strengthen the school community by coordinating with community partners through:
 - i. Developing an emergency plan and protocols;
 - ii. Adopting the Incident Command System;
 - iii. Addressing the needs of persons with disabilities;
 - iv. Conducting staff training and drills.
- b. Elements to be addressed:
 - i. All-hazards emergency procedures;
 - ii. Emergency supplies;
 - iii. Incident Command System to facilitate effective response;
 - iv. Student accountability procedures in the case of emergency;
 - v. Family reunification plans (contact information, notification procedures, appropriate identification);
 - vi. Training and exercises (tabletop exercises and full-scale exercises);
 - vii. Recovery planning;
 - viii. Communication with the media and parents/guardians;
 - ix. Annual review and revision.

3. Response Phase

- a. Involves what must be done during response to an emergency:
 - i. Activating the Crisis Management Plan and the Incident Command System;
 - ii. Coordinating with first responders;
 - iii. Adapting to an evolving situation;
 - iv. Deciding on response strategies;
 - v. Accounting to students-reunifying with parents/guardians;
 - vi. Communicating with parents/guardians and the media.
- b. Consideration of which primary response to use based upon the specifics and the severity of the situation:
 - i. Evacuation;
 - ii. Lockdown;
 - iii. Shelter in place.
- c. Response Action: Evacuation:
 - i. Use when locations outside the building are safer than inside the school;
 - ii. Identify multiple evacuation routes in coordination with community partners;
 - iii. Determine how teachers will account for students;
 - iv. Ensure teachers, administrators, and staff members have appropriate “Go-kits.”

Students

School Safety: Preparation, Response, and After Action (continued)

- d. Response Action: Lockdown:
 - i. Use when there is an immediate threat of violence in, or immediately around the school;
 - ii. Ensure all exterior doors are locked;
 - iii. Ensure all public safety officials can enter the building;
 - iv. Determine policy regarding blinds, turning off lights, use of status cards;
 - v. Staff and students to move to an area not visible from windows or doors.
- e. Response Action: Shelter-in-Place:
 - i. Use when students and staff must remain indoors during an extended period of time;
 - ii. Close all windows and turn off all heating and air conditioning systems;
 - iii. Provide accommodations for eating, sleeping and personal hygiene. Have staff activate family emergency plans;
 - iv. Provide communications to students and staff (plain language vs. codes).
 - v. Discourage external cellular communications by students and staff during emergencies;
 - vi. Provide for review/debriefing of the incident.

4. Recovery Phase

- a. Designed to assist students, staff, and their families in the healing process and to restore educational operations in the schools.
- b. Four primary components to be addressed:
 - i. Psychological/emotional recovery;
 - ii. Restoration of the learning environment;
 - iii. Physical/structural recovery;
 - iv. Business/fiscal recovery;
- c. Issues to be addressed:
 - i. Assessment and repair of facilities;
 - ii. Possible need for alternate school sites;
 - iii. Payroll and financial systems;
 - iv. Record management;
 - v. Returning normalcy to the school environment;
 - vi. Identification of those needing psychological/emotional support and development of short and long-term interventions as needed.

5. Communication

- a. **Setting the table:** Preparing the community on what it can expect regarding crisis communications, such as how information will be shared, what it will (and will not) include, and how often it will be sent;
- b. **Real-Time Communication:** Providing internal communication to staff and the board of education and external communication to parents, the community, and the media;
- c. **After-action communication:** Reviewing and sharing the factual account of what had occurred and the outcomes that can be shared.

Students

School Safety: Preparation, Response, and After Action (continued)

All Hazards School Security and Safety Plan Standards

<https://portal.ct.gov/-/media/demhs/docs/plans-and-publications/school-security-and-safety-plan-standards.pdf?rev=457023ebffa54e1e938fb17de0d74c55&hash=8B651FB5D35B6D64CE80AC7F0DA3F897>

Recognizing the need for an “all-hazards” emergency preparedness and response capability for schools, the Connecticut state government has expanded its role as a partner in ensuring the safety, security, and emergency preparedness of the state’s local educational facilities. In keeping with Public Act 13-3, Section 86, the Department of Emergency Services and Public Protection/Division of Emergency Management and Homeland Security (DESPP/DEMHS), in consultation with the Department of Education, re-convened a multi-jurisdictional, multidisciplinary working group to review and revise, as needed, the School Security and Safety Plan Standards and the accompanying School Security and Safety Plan Template, which were released to help schools and the surrounding communities meet all-hazards threats. The requirements for a plan and plan standards are now codified in Connecticut General Statutes Sections 10-222m and 10-222n.

Those individuals charged with developing local all-hazards school security and safety plans should also review the Guide for Developing High-Quality School Emergency Operations Plans, released in June 2013 by a consortium of federal agencies, including the U.S. Department of Education and FEMA. In addition, we have reviewed and revised the template for an all-hazards approach to emergencies at public schools to address these Standards, including those identified in Public Act 13-3, Section 86:

1. Involvement of local officials, including the chief executive officer (CEO) of the municipality, the superintendent of schools, law enforcement, fire, public health, emergency management, and emergency medical services in the development of school security and safety plans;
2. An organizational command structure based on the National Incident Management System (NIMS), including the Incident Command System (ICS), and a description of the responsibilities of the different parts of the command structure. NIMS includes establishing a standard nomenclature, and municipalities shall work together through their Connecticut Division of Emergency Management and Homeland Security (DEMHS) Regional Emergency Planning Teams to implement the standard language and definitions in the attached template plan. Basic NIMS training for school employees may include ICS 100 C, which can be taken online at <http://training.fema.gov>;
3. A requirement that a school security and safety committee be established at each school. This committee can be combined with an existing school committee, provided that the following requirements are met: a. Each local and regional board of education annually establishes a school security and safety committee at each school within its jurisdiction. The Committee is responsible for assisting in developing the school's security and safety plan and for administering it.

Students

School Safety: Preparation, Response, and After Action

All Hazards School Security and Safety Plan Standards (continued)

3. (continued) The Committee members shall include a *local police officer*, a *local first responder*, a *teacher* and *administrator* from the school, a *mental health professional*, a *special education department representative*, and a *parent or guardian* of a student at the school. They may include *any other person deemed necessary*, such as a *school nurse*, *custodian* or *property manager*, *local emergency management director*, *local public health director*, *information technology manager*, and *transportation coordinator*. The school security and safety committee should also invite subject-matter experts to participate as needed, including, for example, the *local public works director* and/or the *food service director*.
4. Annually, each local and regional board of education shall review, update as necessary, and submit a school security and safety plan for each school under its jurisdiction to its DESPP/DEMHS Regional Coordinator, based on the standards listed here and further provided in the attached template and any updated template, as well as the results of the assessment described in Number 8, below. By November 1st of each year, local and regional boards of education must submit to their DEMHS Regional Coordinators an electronic copy of their plan(s) for that year;
5. The school security and safety plans shall be an annex to the municipality's Local Emergency Operations Plan (LEOP), filed with the DESPP/DEMHS Regional Coordinator under Connecticut General Statutes Section 28-7. The school security and safety plans do not have to be physically attached to the LEOP; they may be referenced in the LEOP but kept in a separate binder;
6. Procedures for managing various types of emergencies, including crisis management procedures;
7. A requirement that local law enforcement and other local public safety officials (including the local emergency management director, fire marshal, building inspector, and emergency medical services representative) evaluate, score (assess), and provide feedback on fire drills and crisis response drills. This means that each named official should evaluate and provide feedback on at least one fire drill and crisis response drill each year. While it may be impossible for every official to attend every drill at every school, it is best practice for the town public safety team (fire, police, emergency management, etc.) to attend at least one drill per year as a team. That way, team members can share observations and ideas. The feedback is critical to maintaining and enhancing your school's preparedness. The board of education shall annually submit a report to the DESPP/DEMHS Regional Coordinator by July 1 of each year regarding the types, frequency, and feedback on the fire and crisis response drills. This report provides an opportunity to develop best practices and lessons learned. The report template is located in Appendix 14 of the plan templates. If you have any questions about completing this report, please contact us at SchoolSecurityPlanStandards@ct.gov.

Students

School Safety: Preparation, Response, and After Action

All Hazards School Security and Safety Plan Standards (continued)

8. A requirement that each local and regional board of education conducts a security and vulnerability assessment for each school under the jurisdiction of such board every two years and develop a plan as described in Number 4 above, based on the assessment;
9. A requirement that the safe school climate committee for each school collect and evaluate information relating to instances of disturbing or threatening behavior that may not meet the definition of bullying, and report such information, as necessary, to the district's safe school climate coordinator and the school security and safety committee described in Number 3, above (See Connecticut General Statutes Section 10-222k);
10. A requirement that the school security and safety plan for each school provide an orientation on the plan to each school employee at the school, and provide violence prevention training in a manner described in the plan. Training to the plan is critical. This training should be conducted in cooperation with the school safety and security committee, including local law enforcement, fire, emergency management, public health, and emergency medical services. This will give the school community and municipal officials an understanding of the need for unified planning, preparedness, and response;
11. A requirement that each school construct a reference kit available for first responders, which includes several copies of laminated easy-to-read floor plans; master keys to interior and exterior door locks, and other items determined as needed, after consultation with school officials, local law enforcement authority having jurisdiction, emergency management director, and first responders; and
12. A requirement that each school security and safety plan follow the format of the All-Hazards School Security and Safety Plan Templates, as released and revised by the Division of Emergency Management and Homeland Security of the Department of Emergency Services and Public Protection, in consultation with the Department of Education, including the use of standard terminology. The purpose is to ensure that each school plan achieves the objectives outlined in the Plan Templates. In addition to preparedness and response, the plan should provide guidance on recovery from any emergency incident. See, for example, the "Accounting for All Persons and Family Re-Unification" Annex (Functional Annex G), and "Recovery and Continuity of Operations" (COOP) Annex (Functional Annex H) in the plan templates. Also, schools can take actions to mitigate potential issues through preventative planning. See, for example, guidance provided in the "Mental Health" Annex (Functional Annex J) in the plan templates.
13. Per Public Act 19-184, each school security and safety plan shall contain a plan to provide emergency communications developed for any student identified as deaf, hard of hearing or both blind or visually impaired and deaf, including procedures for alerting such students of an emergency situation and ensuring that the specific needs of the students are met during the emergency situation (A new annex was added to the template July 1, 2021, titled Annex M, Emergency Plan for Students with Disabilities).

Regulation approved:

cps 1/25
rev 4/25
rev 12/25

The following guidance is excerpted from an opinion piece, *Doing the Nearly Impossible: Teaching When the World Delivers Fear: 9 Ways Schools Can Respond to Endless Images of Violence* (Marc Bracket, Robin Stern & Dawn Brooks-DeCosta, Education Week, January 26, 2026)

“When children are exposed to violence, especially graphic, replayable violence-their brains and bodies do what they’re designed to do: scan for danger. In that state, learning becomes secondary.”

(While this piece was offered in response to specific troubling events, the guidance that follows is easily transferable to a range of traumatic events to which young people may be exposed.)

The leadership task: Protect students’ nervous systems without denying their reality-and protect teachers so they aren’t carrying this alone. [The American Academy of Pediatrics](#)’ guidance is clear: **Limit repeated exposure, keep conversations age-appropriate, correct misinformation, and keep checking in over time.**

1. Start with connection, not commentary

Students don’t need a lecture. They need a comforting signal: “You matter here. You’re not alone. We will do everything we can to keep you safe at school.”

Open class with a two-minute opt-in check-in: “Let’s share one word for how we’re feeling today; it’s also OK to pass.”

Then ask: “What questions or worries are coming up for you, if any, without sharing graphic details.” (Ask students not to replay the violence, as some may have past trauma from gun violence. For tougher conversations, involve mental health experts.)

Being seen by another and invited to say what is on your mind is often the first step back to steadiness.

2. Set a “no replay” norm for graphic content

Many students aren’t just hearing about traumatic events; they’re rewatching them. Create classroom or schoolwide norms about viewing violent social media posts:

- We will not show violent videos at school.
- If something upsetting shows up, tell an adult you trust. They will help you handle it.

It’s best if all students hear one message: Our school does not agree with amplifying harm by repeated exposure to violent events.

3. Keep it simple and stick to what’s true

After tragedies, more information isn’t always helpful. In classrooms, “simple and direct” sounds like:

- “Here’s what we know. We’ll share more as we learn more.”
- “If you hear something that scares you, bring it here. We’ll sort fact from rumor.”
- “Here’s what our school is doing today to keep everyone safe.”
- Name safety steps without making promises you can’t guarantee. (Avoid phrases like: “This will never happen here.”)

4. Invite and welcome all feelings. Hold firm boundaries on behavior

All feelings are welcome. Not all behaviors are:

- “It makes sense to feel scared/angry/sad. Let’s identify the adults you trust.”
- “Big feelings are OK here. We all have them. Hurting others is not.”
- “We can disagree without putting others down, threatening, or targeting.”

Warmth plus limits keeps classrooms safe without shutting students down.

5. Offer “choice points” to restore agency

Trauma steals choice. Connection restores it. Give students options that don’t derail instruction:

- Write instead of speaking.
- Step out for two minutes and return.
- See a counselor or social worker.
- Join a brief grounding practice—or quietly opt out.

6. Watch for distress-and respond quickly

Trouble coping often shows up as sleepiness, headaches or stomachaches, irritability, shutdown, conflict, appetite changes, or persistent worry. If you notice a change in behavior or shift:

- Treat it as a signal, not a character flaw or weakness.
- Ask for guidance from your support team early.
- When appropriate, encourage families to consult their pediatrician or a mental health professional.

7. Adjust the approach by grade level

- **Preschool-grade 2:** Keep it concrete and calming: “Something scary happened. Grown-ups are working to keep people safe.” Lean on routines and warmth.
- **Grades 3-5:** Start with what they heard, correct misinformation, and teach the power of social support. Create a “trusted adult map”: two or three adults at school they can go to when they have big feelings.
- **Middle school:** Normalize intensity and reduce shame for feeling scared. Use structures-timed turns, a pass option, written reflection first. Consider a buddy system. Help them set one media boundary for the evening, such as not using social media.
- For students with disabilities or developmental delays, relying on what you know helps that particular student feel safe and calm.

8. Protect students who feel targeted-without asking them to disclose

When immigration enforcement is part of the fear, some students may be terrified and afraid to say why. Don't put them on the spot. Say publicly and repeatedly:

- "If you're worried about someone at home, we'll connect you with someone who can help."
- "Tell me as much or as little as you want. I will help you find support."

Coordinate with administrators so the burden doesn't fall on you alone. Promise your presence only when you know you can be there.

9. Build a "connection chain" for adults

Teachers have big feelings, too, and can experience empathic distress when supporting students. When educators feel depleted, students feel it. Leaders can make small moves to support teacher well-being:

- A five-minute staff check-in each morning and a five-minute staff debrief before leaving.
- A shared script for tough moments so teachers aren't improvising alone.

The most important message students will learn during these hard weeks (and beyond) is not only what we say about the world, but it's also how we model being human in it.

When the outside world feels frightening or cruel, classrooms can become counterforces: places where every child experiences dignity, steadiness, and belonging. That is not politics. That is the best of education.



Series 9000
Bylaws 9211

FILLING VACANCIES ON THE BOARD

1. If a vacancy occurs on the New Hartford Board of Education (the “Board”), the remaining members of the Board shall fill such vacancy at a meeting or a special meeting convened for that purpose. **The Board has the exclusive authority to fill such vacancy within thirty (30) calendar days.**
2. **When the minority representation provisions in Connecticut General Statutes Section 9-167a are applicable, any vacancy occurring on the Board shall be filled by the appointment of a member of the same political party as that of the vacating member. In such case, any person who has applied for erasure or transfer of such person’s name from an enrollment list of any political party shall not be entitled to be appointed to the Board for a period of three months from the date of the filing of such person’s application for transfer or erasure.**
3. A member resigning from the Board should present, or have presented, a written letter of resignation to the Board Chair or at a regular meeting of the Board.
4. Having accepted a letter of resignation, or having become aware of a vacancy created by means other than the resignation of a Board member, the Board will schedule the election of a replacement at the next regular Board meeting or at a special meeting convened for such purpose.
5. Said election, made by the majority of the Board, shall be in effect until the next regular Town election, at which a successor shall be elected for the unexpired portion of the term. The official ballot shall specify the vacancy to be filled.

Legal References:

Connecticut General Statutes

10-219 Procedures for filling vacancy on local board of education **7-107**
Vacancy appointments by selectmen
9-167a Minority representation
9-59 Erasure or transfer of name

Filling Board Member Vacancies

1. Authority to Fill Vacancies

If a vacancy occurs on the Board of Education (the “Board”), the remaining members of the Board shall fill such vacancy at a regular meeting or a special meeting called for that purpose.

The Board shall have exclusive authority to fill such vacancy within thirty (30) calendar days following the occurrence of the vacancy. If the Board does not fill the vacancy within such period, the authority to fill the vacancy shall pass as provided by Connecticut General Statutes.

2. Political Party and Minority Representation Requirements

- a. General Rule** - The Board may appoint any qualified elector, subject to the limitations set forth below.
- b. Maximum Party Representation** - No appointment shall result in more than the maximum number of members from any one political party permitted under Connecticut law.
- c. Minority Representation Requirement** - If, at the time of the vacancy, one political party already holds the maximum number of seats permitted by law, and the vacating member was a member of a different political party, the vacancy shall be filled by a member of the same political party as the vacating member.
- d. Unaffiliated Vacating Member** - If the vacating member was not affiliated with any political party, the Board may appoint any qualified elector, provided that the appointment does not cause any political party to exceed the maximum permitted by law.

3. Change in Party Affiliation

A person who has applied to change or remove their political party affiliation shall not be eligible for appointment based on that change until three (3) months have passed from the date the application was filed, in accordance with Connecticut General Statutes.

4. Resignation Procedure

A member resigning from the Board shall submit a notice of vacancy in the form of a written letter of resignation to the Board Chair or at a regular meeting of the Board.

5. Scheduling the Appointment

Upon acceptance of a resignation or notice of a vacancy, the Board shall schedule the appointment at the next regular meeting or a special meeting called for that purpose.

6. Term of Appointment

The person appointed shall serve until the next regular Town election, at which time a successor shall be elected for the unexpired portion of the term.

Vacancy Appointment Decision Framework

Administrative Guide for Implementation

This framework is intended to help apply Bylaw 9221.

Step 1 — Is the Board within 30 days of the notice of vacancy/resignation?

- Yes → The Board has exclusive authority to appoint
- No → Authority shifts per Connecticut law

Step 2 — Would this appointment cause any party to exceed the legal maximum (6 members)?

- Yes → Appointment NOT allowed
- No → Continue

Step 3 — Is any party already at the maximum (6 members)?

- No → Go to Step 5
- Yes → Continue

Step 4 — Who was the vacating member?

- Minority party member → Must appoint from that same political party
- Majority party member → May appoint anyone (except that majority party if at 6)
- Unaffiliated → May appoint anyone except the party already at 6

Step 5 — (No party at maximum)

- State law does not restrict the appointment
- The Board may appoint any qualified elector

Step 6 — Has the candidate recently changed party affiliation?

- Yes → Must wait 3 months from date of filing for party affiliation change before eligible
- No → Eligible for appointment

Core Rules to Remember

- No party may exceed 6 members
- “Same party” requirement applies only in specific minority situations
- Unaffiliated members are not tied to a replacement party
- The Board has 30 days of exclusive authority
- The Board may conduct interviews as deemed necessary