

New Hartford Public Schools
Board of Education Regular Meeting Agenda
7:00 PM on Tuesday, August 18, 2026
Antolini School Library
Agenda

New Hartford BOE meetings are accessible live via the following: <https://meet.google.com/dwx-tntc-sif>
Or dial: (US) +1 224-441-7667 PIN: 486 432 453#

In case of remote only meetings and you need an electronic device to participate please contact the Board of Education at 860-379-8546 with more than 24 hours notice to prepare and schedule a location.

- A. Pledge of Allegiance**
- B. Order of Business**
- C. Communications to the Board of Education/Public Comment**
- D. Superintendent's Report**
 - a. Back to School Updates
 - b. Regional #7 Director of Curriculum, Instruction and Assessment
 - c. Personnel Report
 - d. Clean Air School Challenge - Grant Acceptance
 - e. American Rescue Plan Act (ARPA) Grant
 - f. Free Breakfast and Reduce Lunch (EdAdvance)
 - g. Excess Cost Grant
- E. Board of Education Chair's Report**
 - a. Tri-Board Meeting
 - b. Educational Cost Share (ECS) Supplemental Grant
- F. Routine Business**
 - a. Approval of Minutes - June 2, 2026
 - b. Expenditure Report
- G. New Business**
 - a. School Facility Utilization Task Force - report, status and discussion on next steps
- H. Old Business**
 - a. REVISION - Policy 5112 - Ages of Attendance/Admissions/Placement (2nd Read)
 - b. NEW - Policy 5142 - School Safety: Preparation, Response, and After Action (2nd Read)
- I. Reports**
 - a. Curriculum Subcommittee - Vision of a Learner
 - b. Community Outreach
 - c. EdAdvance
 - d. CABE
- J. Public Comment - (For Agenda Items Only)**
- K. Executive Session**
 - a. Discussion of the self evaluation/performance of the Board of Education
- L. Adjournment**

Supporting documents for agenda items may be found online:

<https://www.newhtfd.org/board-of-education/boe-meetings-agendas-and-minutes/2026-meeting-dates-agenda-and-minutes>

Recorded Reg. & Special BOE meetings will be posted to:

https://www.youtube.com/channel/UCX-ZlomWmjG81dc_QM3rfg

From: Lacey Gover [REDACTED]
Date: Thu, Jun 18, 2026 at 12:27 AM
Subject: End of year letter
To: <CarrollK@newhtfd.org>

I wanted to write this letter to express just a small portion of my gratitude for this amazing school district and to share a small part of Landon's story. Please share it with your staff. You all are amazing at what you do and Landon and I are truly blessed to have been a part of this community.

Lacey Gover

When Landon was born, we lived in Waterbury and as he grew, I knew that I wanted him to attend a school district that was smaller, that cared for their students and generally ranked well on the rating scales. When looking for a home, we looked in all corners of the state and finally decided to settle in New Hartford. I didn't know it at the time but this was going to be one of the best decisions that I ever made for my son.

Kindergarten started with me not knowing what to expect as a mom of a child newly diagnosed with autism and you not knowing exactly what to expect when he walked through your front doors. Just when I felt like we were getting into the groove of being in school, covid hit and changed the dynamic of what school looked like. Landon refused to do distance learning on a computer and your staff was so phenomenal that his distance learning came home in giant binders filled with activities and fun videos of teachers reading him stories. When Landon returned to the classroom he was blessed to have teachers and support staff that took the time to get to know him and understand him and love him for who he was.

Outside of school, Landon and I had some big transitional moments at the same time that Landon was getting ready to transition from New Hartford Elementary to Antolini School. We were lucky enough to have some of you transition with us at the same exact time.

The last 4 years have been an adventure in growth for both Landon and myself. He has always walked through this world with no fear. As he decided he wanted to try new things, I decided to let go of some of my fears and let him do all these new things. I know that one of the reasons I was able to do this was because of the close relationships that I had made in the New Hartford Public School family. They always encouraged Landon and myself, were always supportive of doing new things or trying new ways to help me help Landon navigate the world. Because of the positive school environment, the love of teachers and staff, the open communication, and the level of understanding for who Landon is has helped him grow into the amazing person he is now.

There really are no words to express how grateful I am for the entire team at New Hartford Public Schools. You may not know this but I brag about this district often and how great it is to send Landon to school everyday knowing that he's getting everything he needs and more.

I'm sad that he has grown so big he can't stay anymore and has to move on. This definitely isn't goodbye it's a "We will see you later". I will do my best to try to keep you updated on all of his new adventures and he's already talking about coming back to visit.

Thank you to all the amazing staff at New Hartford Elementary and Ann Antolini School!!!



STATE OF CONNECTICUT
STATE BOARD OF EDUCATION



TO: Jeffrey Sousa, Superintendent
New Hartford Public Schools

FROM: Dr. Shuana K. Tucker
Chief Talent Officer

DATE: July 16, 2026

SUBJECT: Confirmation of 2026-27 Evaluation and Support Plan (ESP) Checklist Submission

This serves to confirm submission of New Hartford Public Schools' 2026-26 Leader and Educator Evaluation and Support Plan (ESP) Checklist indicating the continued use of the most recent CT State Department of Education (CSDE) approved ESP for the 2026-27 school year. Please confirm with your local Board of Education that the CSDE has approved your submission.

Thank you for your diligent efforts in working toward the shared goal of continuous support and development of school and district leaders and educators to improve outcomes for all students.

You may submit any questions via email to the CSDE consultant for your region listed below.

RESC Region	Consultant	E-mail	Phone
CES, EdAdvance, LEARN and APSEPs	Sharon Fuller	Sharon.Fuller@ct.gov	860-713-6814
ACES, CREC, EASTCONN	Jessica G. Ocasio, Ed.D.	Jessica.G.Ocasio@ct.gov	860-713-6717

SKT:jgo

cc: Sharon M. S. Fuller, Talent Office Consultant
Dr. Jessica G. Ocasio, Talent Office Consultant



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

Dear Senator Murphy,

As the Superintendent of New Hartford Public Schools, I am writing to urge you to support federal preK–12 education funding in your committee’s appropriations bill. Federal formula grant programs such as Title I, IDEA, REAP, Title II, Title III, and Title IV provide essential support to schools that help improve student achievement, strengthen educator effectiveness, and expand access to high-quality learning opportunities.

These investments are especially important for supporting students who might need extra support and resources to achieve high standards and by helping to address ongoing challenges such as educator shortages and student well-being.

My hope is that you will maintain and increase FY27 funding for these essential preK–12 education programs for students, educators, and schools across Connecticut.

Thank you,

Jeffrey F. Sousa
Superintendent
New Hartford Public Schools



Vol. 1, Issue 3

Bright Futures Bulletin

Educating for Excellence

New Hartford Public Schools

<https://www.newhtfd.org/>



Bakerville and New Hartford Elementary

As we move into the final stretch of the school year, there is so much to celebrate across our school community! We are incredibly proud of our students, who continue to thrive through our implementation of the structured literacy curriculum. This focus has resulted in tremendous growth and sustained achievement, showcasing the hard work of our learners and staff alike.



The coming weeks are packed with meaningful opportunities for students to showcase their learning and celebrate their milestones. Students will be participating in exciting field trips to Ripley's Waterfowl and Auer Farm, bringing their classroom lessons to life through outdoor discovery. We are looking forward to our Kindergarten performances and our Pre-K 4 Moving Up celebrations as we honor our youngest students' growth and prepare them for their next big steps. We will wrap up the year with our much anticipated Field Day, a time for students to challenge themselves, have fun, and enjoy some friendly competition.

Antolini

As we move into the final quarter of the school year, we are looking forward to a variety of activities, assessments, and events that will give students meaningful opportunities to showcase their learning and continue to grow. Our recent district-wide Art Show highlighted the creativity and talent of our students through impressive work in clay, painting, and design. In the coming weeks, students will



participate in exciting field trips to places such as Ellis Island, Nature's Classroom, White Memorial, the State Capitol, and the Connecticut Science Center. We will wrap up the year with our much anticipated Field Day, a time for students to challenge themselves, have fun, and enjoy some friendly competition. End of year assessments will also help demonstrate the academic growth and progress students have made throughout the year. We encourage families to stay connected and involved as we continue working together to support student success.

Report Card Update

We are thrilled to introduce our newly revised report card, which will be shared with students and families beginning in Fall 2026! Our current report card has served our district well for the past ten years, but as our curriculum has evolved, it became important to create a reporting system that more accurately reflects what students are learning today. The new report card is designed to provide families with a clearer, more detailed picture of student progress by highlighting specific learning targets within each content area.

These updates will help families better understand grade-level expectations, celebrate student strengths, and identify areas for continued growth. We believe this enhanced level of clarity will strengthen the partnership between home and school and support every student's learning journey.

Most Recent BOE Policy

- Business and Non-Instructional Operations
 - 3320 - Revised - Purchasing Procedures
 - 3516.5 - Revised - Sexual Offenders on School Property
 - 3541.313 - Revised - Video Cameras on School Transportation
- Personnel - 4152.6 / 4252.6 - Revised - Family and Medical Leave Act
- Instruction - 6171 - Revised - Special Education
- Bylaws of the Board
 - 9132 - Revised - Standing Committees
 - 9230 - Revised - New Board Member Orientation

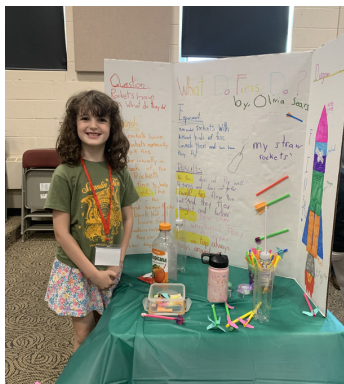
Celebration of Learning

Our Celebration of Learning was a tremendous success! Students proudly showcased their creativity, knowledge, and hard work through a variety of engaging projects and presentations.

Students in our TAG Program presented impressive projects focused on the National Parks of the United States, sharing fascinating facts

and inviting guests to participate in interactive activities that brought their learning to life. In addition, students in kindergarten through fifth grade displayed a wide range of science experiments and research projects, highlighting their curiosity, critical thinking, and dedication to learning.

A special thank you to Susan B. Anthony and the Winchester Youth Services Bureau for joining us and helping make this event even more meaningful. We are incredibly proud of all of our students for their enthusiasm, effort, and outstanding work!



Stay Connected to NHPS

Board of Education

Stay up to date on the [School Facility Utilization Task Force](#) by visiting the dedicated webpage.

Thoughts and questions may be emailed to NHTaskForce@newhtfd.org.





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MEMORANDUM

To: Christine Hayward

From: Tim Klepps

Date: June 8, 2026

Subject: Retention Schedule Guidance for Board of Education Meeting Records

Christine,

In response to your inquiry regarding the appropriate retention schedule for Board of Education meeting records (including agendas, minutes, and attachments) the Connecticut State Library, Office of the Public Records Administrator, has provided clarification on this matter. According to guidance received from Nicole Marino, Electronic Records Analyst at the CT State Library, meeting records are governed under the **Municipal Records Retention Schedule M-1 – General Administration Records**, specifically referenced on page 4 of the schedule.

This confirms that Board of Education meeting records, including minutes and associated documentation such as agendas and attachments, are classified under the M-1 General Administration Records schedule rather than the M-8 schedule. Accordingly, retention requirements should follow the M-1 schedule provisions for governing bodies' official records, which establish the required retention period for minutes and related meeting documentation.

For reference, the CT State Library's M-1 schedule can be accessed here:

<https://portal.ct.gov/csl/-/media/csl/departments/public-records/municipal-records-retention-schedules/pdf/m1.pdf>

Please ensure that all Board of Education meeting records are managed in accordance with this designation going forward. If there are any questions regarding specific record types or retention timelines within this category, we can seek further clarification from the State Library as needed.

Respectfully submitted,

Tim Klepps

Chairman

New Hartford Board of Education

RE: Question for Public Records Administration

Nicole Marino <Nicole.Marino@ct.gov>
To: "voghels@newhtfd.org" <voghels@newhtfd.org>

Thu, May 28, 2026 at 3:40 PM

Hello,

Thanks for reaching out. Meeting records can be found on the [M1 - General Administration Records](#) schedule, on page 4.

Please let me know if you have further questions!

Best wishes,

Nicole



Nicole Marino (she/her) | Electronic Records Analyst | Office of the Public Records Administrator

nicole.marino@ct.gov | Office: (860) 757-6508 | <https://ctstatelibrary.org> | CT State Library | 231 Capitol Ave Hartford CT 06106

From: Connecticut Department of Administrative Services (DAS / Bureau of IT Services)
<noreply@formresponse.com>
Sent: Tuesday, May 26, 2026 11:13 AM
To: CSL.Publicrecords <CSL.Publicrecords@ct.gov>
Subject: Re: Question for Public Records Administration

EXTERNAL EMAIL: This email originated from outside of the organization. Do not click any links or open any attachments unless you trust the sender and know the content is safe.

Question for Public Records Administration

Name of Agency/Municipality New Hartford Board of Education

Department Central Office

Email voghels@newhtfd.org

Phone Number (860) 379-8546

Address Street Address: 530 Main Street PO Box 315
City: New Hartford
State: CT
Zip Code: 06057

Your question? Hello CT State Library - Can you please advise how Board of Education Minutes are classified? Do they fall under the M8 schedule or another schedule? In short, how long are Agendas, Minutes and Attachments from the minutes need to be kept for?

Thank you for your insight and guidance.

05-26-2026

You can [edit this submission](#) and [view all your submissions](#) easily.



Sara Voghel <voghels@newhtfd.org>

RE: Question for Public Records Administration

Sara Voghel <voghels@newhtfd.org>
To: Nicole Marino <Nicole.Marino@ct.gov>

Fri, May 29, 2026 at 10:55 AM

Thank you Nicole!

My follow up question is where would the CT State Library view attachments to minutes in this? Are they considered part of the minutes?

[Quoted text hidden]

--

Best,
Sara

Sara Voghel
Executive Assistant to the Superintendent
New Hartford Public Schools
530 Main Street PO Box 315
New Hartford, CT 06057
860.379.8546
860.738.1766 FAX
voghels@newhtfd.org



Sara Voghel <voghels@newhtfd.org>

RE: Question for Public Records Administration

Nicole Marino <Nicole.Marino@ct.gov>
To: Sara Voghel <voghels@newhtfd.org>

Fri, May 29, 2026 at 12:49 PM

At this time we consider attachments as part of the minutes.

[Quoted text hidden]

[Quoted text hidden]

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

PRESENT: Superintendent Jeffrey Sousa; Chair Timothy Klepps

Board Members: Thomas Buzzi; Kirby Morante; Erik Perotti; Jon Puz; Frank Rodenberg; Vice Chair Kristin Young

Absent: Penny Miller (Secretary) and Timothy Russell

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 "c. CABE" under item J - Reports. Second by Frank Rodenberg.

UNANIMOUS

C. Communications to the Board of Education/Public Comment

Alesia Kennerson – PreK Program, Chairman Timothy Klepps Responded

D. Superintendent's Report

a. 41st Annual CAPPS-LCSA (*Litchfield County Superintendents Award*) Student Recognition Program
Students Blake Bingham and Kaydence Wallace have been recognized for NHPS to receive the award.

b. Student Representatives

Daisy Jones and Vivian Tsai

First Grade took a trip to Ripley Waterfowl Conservancy. Second Grade took a tour with Fifth Grade to show them around Ann Antolini School. Band Players played at the Memorial Day Ceremony on the Green with Ms. Allison Melillo (*Teacher/Music*). The Celebration of Learning happened on May 28, 2026, where students conducted a Science or research project. The Ann Antolini Art Show was hosted by Ms. Rachel Savage (*Teacher/Art*). Fifth Grade took a field trip to Nature's Classroom. Students at Ann Antolini learned about Pi Day, March 14, 2026. Sixth Grade took a field trip to White Memorial. Fourth Grade has an upcoming event to visit the Capital. Third Grade will visit the Science Museum. Field day will happen at all three schools, with activities such as: *Radar Run with Trooper Fig, Kickball, Capture the Flag* and games that include water.

c. Personnel Report

- Elise Yost (*Teacher/SPED at Ann Antolini School*), has announced her retirement after 24 years with NHPS. She has a classroom pet, Pretzel, a Leopard Gecko (a student favorite).
- James Lathrop (*part-time Custodian at Ann Antolini School*) of five years has announced his retirement.
- Kelly Cravanzola (*Paraeducator at Ann Antolini School*) of six and a half years has announced her departure to a different endeavor.

d. [Profile and Performance Reports](#) (Subsection (c) of section 10-220 of the Connecticut General Statutes)

Official Performance Report – Superintendent Sousa explain how to gain access to this report.

e. Chlorination Project

The Chlorination Project at Bakerville Consolidated School has been completed to eliminate bacteria in the water, a place meter has been included. There are alarms installed in the event of failure, this project was installed by Ron Black, Mr. Black submits the necessary documentation to State of CT, and Department of Public Health for NHPS.

f. PreK Program Presentation (*Director of Student Services Michael Lynch*)

Mr. Michael Lynch provided a presentation on the makeup of the New Hartford Preschool Program. All school districts in the State of Connecticut have a preschool. The State of Connecticut, requires Special Education services and related services be provided to children beginning at age 3 (*this can be any time during the school year*). This is mandated by federal law (IDEA). The program is reverse main stream, the most allowed is 50% Special Education students to 50% Regular Education students, the best practice in NHPS is 30-40%. If 40% is Special Education or 17 students (*IEP or special needs*), this means there is an obligation to have 43 students in total. The number of preschool classrooms is evaluated each year using birthrates and preschool screening information.

The law has changed the age requirement to start Kindergarten from children must turn 5 years old on or before January 1 to children must turn 5 years old on or before September 1. As a result, the number of eligible students for preschool has increased. This means students who may have been in the program for 2 years are now in the program for 2.5 to 3 years, this has created the need for more preschool slots. Per Board of Education policy, the maximum allowed is 18 to a classroom (or “section”). Right now, there are 3 classrooms with 40% IEP’s, six students were added this year, averages from 4-8 additions each year. If there were only two classrooms the ratio would be at 70% (students who have IEP’s). The number of sections of PreK is determined by: the current preschool program, birthrates from the Town, preschool screening, sign-up and playgroup day, in April. This helps determine how many families are interested/possible preschool students for that year. A year ago, in March/April, there was a lot of students, and Mr. Lynch estimated the need for more students.

Preschool is not daycare, all teachers in the PreK program are certified preschool teachers and Special Education Certified. Preschool is important for many reasons: **1. School Readiness, 2. Social-Emotional Development, 3. Long-Term Outcomes, 4. Special Education Reduction.** In the past month two preschool birth-three students were graduated out of Special Education in their Kindergarten and First Grade year. The cost of preschool is a cost recovery to the legal obligations (*what is legally required to provide*). PreK tuition is regularly evaluated. The goal is to keep students in the school district, rather than attend out-of-district school such as a Magnet School. NHPS is charged Transportation and Tuition for those students who attend schools out of district, and if there is Special Education the town is charged for that, this is a cost savings. Thomas Buzzi had several questions regarding the legality ramifications is the maximum ration (per statute) at 50% is not adhered to. Legally, the IEPs in place would be out of compliance, an IEP is a legally binding document, therefore could lead to lawsuits. What are the consequences from the State? Is there a funding reduction? Legal ramifications? If the school district does not adhere to the ratio per State Statue, the school district is not complying with legal binding documents directly relating to the children. The Special Education students heavily benefit from being with other peers, especially in the early development. Special Education students rely on the Regular Education students. Next year the projection remains the same, requiring three sections of PreK. Estimated to be starting at 45 students, there are 2 students on the waitlist.

Erik Perotti asked if families are ever turned away? The answer is yes, even last year. In Mr. Lynch’s time as Director of Student Services, there has never been a year where families haven’t been turned away. Chairman Klepps asked Mr. Lynch to further clarify the legal obligation. There is legal obligation to provide services to students 3-fifth birthday (by September 1) if they have and IEP. If they turn 5 after September 1, they remain part of the PreK program rather than move to kindergarten. A student with a birthday on September 2, could be in the PreK program for 3 years. Again, there must be at least 50% Regular students and 50% Special Education students (no more). The State birth to three programs is referred to the PreK program. Kirby Morante emphasized the PreK program is “mitigating risk” and riding the exact 50% is not ideal, the school district should strive to be below that ratio. She asked how many students in town are part of one of the CREC schools? There are currently 2, when Sousa started there was 16. Erik Perotti asked if PreK could benefit from 4 sections. Mr. Lynch explained, not at this time. He uses the “Screening Day” to know ahead of time by

age 3 or age 4 who are interested in signing up to plan for the next year. The school district still pays for students who attend a CREC school, which is some NHPS already offers – so why turn students away just to pay for higher outplacement costs?

Other updates:

Supplemental Excess Cost Share (ECS), Mr. Sousa sent letters to Mark Anderson and Paul Honig, for their support, the Supplemental ECS is a step in the right direction, providing some relief.

Superintendent Sousa gave a huge shoutout to Ms. Savage for the Art Show. Superintendent Sousa also thanked the Board of Finance and Board of Selectman who worked together to approve a responsible 2026/2027 budget.

There are 12 more days of school, the last day of school Thursday June 18, 2026. The Board of Education does not have a regular meeting in July, the next meeting is Tuesday August 18, 2026.

E. Board of Education Chair's Report

a. New Hartford Board of Education Self Evaluation

Thomas Buzzi suggested this be conducted in-person to be more effective. Chairman Klepps concluded that an Executive Session will be included for this topic at the August 18, 2026 regular Board of Education meeting.

b. Town Memo Re: Records

The Board secretaries received a memorandum from Ms. Christine Hayward, regarding meeting minute attachments. The memorandum states the Town Hall is no longer accepting attachments with the recording of meeting minutes in the Town Clerk's Office. Chairman Klepps received correspondence from the Office of Public Record Administrator, Nicole Marino, specifically referring to the M1 General Administration Records, that agendas are required to be on file and stored for 1 year, and minutes for all government agencies is permanent storage which is maintained by the municipality. Are minutes sufficient without the attachments? The response from the OPRA, as of right now all attachments are considered as a part of the minutes. The Board of Education will reply back to Ms. Christine Hayward and the Town Clerk's Office, that attachments are still required to be accessible until the State of CT changes their requirements.

c. Educational Cost Share (ECS) Supplemental Grant Memo

The State of Connecticut has made a change, as of May 2, 2026 for Fiscal Year 2026/2027, the general assembly passed an amended budget providing 100 million dollars across the 169 towns. **New Hartford received, \$173,240 for Education and \$22,147 for Municipal.** New Hartford had already had a passed budget. At this time, the understanding of the Board of Education was the Board of Finance allocated approximately 50% against the 2026/2027 budget to reduce taxes and the other approximate 50% back into the general fund. The exact application of funds will be determined when the Board of Finance minutes become available from the May 12, 2026 meeting (*the Town Referendum happened on May 5, where the 26/27 budget was passed*). The Office of Policy and Management had provided language about certain reporting, how the money is spent if the municipality already has an approved budget. The additional funds were received as a one-time allocation. These additional funds need to be held in a separate account for audit purposes. Tri-Board meeting happen every 4-5 weeks (routinely), Chairman Timothy Klepps met with First Selectman Daniel Jerram, Board of Finance Chair Kerry Guilfoyle and Superintendent Sousa. There are available ARPA funds which will expire by the end of the year (2026) in December. Originally the funds were allocated to the New Hartford Elementary roof (which is on pause), therefore these funds are available to use towards "deferred maintenance". Superintendent Sousa will come up with a "priority list", the amount is roughly \$110,000.

F. Routine Business

a. Approval of Minutes - April 14, 2026 (Special) and May 5, 2026 (Regular)

MOTION by Jon Puz to approve the Special meeting minutes from April 14, 2026. Second by Kristin Young.

Aye: Thomas Buzzi; Kirby Morante; Erik Perotti; Jon Puz; Kristin Young

Naye:

Abstain: Timothy Klepps and Frank Rodenberg

(5-0-2)
Motion Passes

MOTION by Frank Rodenberg to approve the Regular meeting minutes from May 5, 2026. Second by Jon Puz.

Aye: Thomas Buzzi; Timothy Klepps; Kirby Morante; Erik Perotti; Jon Puz; Frank Rodenberg

Naye:

Abstain: Kristin Young

(6-0-1)
Motion Passes

b. Expenditure Report

MOTION by Frank Rodenberg to approve the Expenditure Report as presented. Second by Kirby Morante.

UNANIMOUS

c. Line Item Transfers

Superintendent Sousa presented 7-line-item transfer requests before the Board of Education. The total of these line items transfers is \$261,000. These line-item transfer as presented are requested due to unanticipated absences and changes in outplacement tuition, within the medical and salary budget lines, these changes permitted additional unanticipated savings.

1. \$40,000 from **Tuition to Legal**

2. \$27,000 from **Medical to Legal**

3. \$28,000 from **Medical to Purchased Services Contract** (Silver Petrucelli + Associates)

4. \$74,000 from **Medical to Emergency Repairs** at Ann Antolini School

(Electronic door installation, pneumatic thermostats, man hole covers for oil tanks, Verkada Alarm System, back flow preventers, removal of power poles and installation, replace floors and shades in previously known as Oak Hill rooms, outdoor playground camera (already existing), new chairs and signage, fencing up behind basketball hoops)

5. \$62,000 from **Medical to Emergency Repairs** at Bakerville Consolidated School

(Spill container, piping and tank pad from Hughes Mechanical, gutters sensory and heat tape on the roof, alarm system, septic camera outlet, window trim, cafeteria tables and chlorination system)

6. \$18,000 from **Medical to Emergency Repairs** at New Hartford Elementary School

(Roof leaks, fire protection-sprinkler repair, wireless receiver, snow issues, electronic door install, burglar alarm system, repair post and rail which were damaged, roof repairs)

7. \$12,000 from **Medical to Equipment**

(Ann Antolini School-new to this year never existed before, playground security camera, intercom camera at entrance and exit doors, figure keys for security and access points with badges)

MOTION by Erik Perotti to approve the 7 line-item transfers as presented. Second by Frank Rodenberg.

This legal fee transfer request covers the legal fees which are outstanding to date. Superintendent Sousa clarified electronic door install for Ms. Young. Mr. Buzzi clarified that legal fees are over \$100,000 this year, yes, confirmed by Mr. Sousa *(roughly \$55,000 already paid plus the \$67,000 line-item transfer request with May and June remaining)*.

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*)

The three are: *Safe and Secure School Facilities (3516)*, *Crisis Management Plan (5146.6)* and *Emergencies and Disaster Preparedness (6114)*, these three policies are no longer necessary by the adoption of Policy 5142, as recommended by CABA. CABA recommends reminding the three policies mentioned, and take the three different policies into 1, which is Policy 5142.

H. Old Business

- a. REVISION - Bylaw 9221 - Filling Board Member Vacancies (*2nd Read*)

MOTION by Kirby Morante to approve Bylaw 9221 - Filling Board Member Vacancies. Second by Jon Puz.

Legal counsel has reviewed this bylaw in great length, and the Attorney advised an add on for clarification, this bylaw went through multiple revisions. There is a follow-up “how to guide”, step 1,2,3,4. Mr. Sousa recommend the Board of Education to adopt all together. This bylaw is as specific as it can be based on the current law.

AMENDED- MOTION by Kirby Morante to approve Bylaw 9221 - Filling Board Member Vacancies (*including the Vacancy Appointment Decision Framework*). Second by Jon Puz.

UNANIMOUS

I. Public Comment - (For Agenda Items Only)

Alesia Kennerson (198 Gillette Road) – Ms. Kennerson was asked to email her request to the Board of Education

Ms. Kennerson requested several items from the Board of Education:

- Number of PreK Special Education to PreK Regular Education ratio for the last 5 years
- Total cost and total tuition for PreK for the last 5 years
- How much of each time is spent in PreK, by individual staff member
- PreK presentation and line-item transfer document be available

J. Reports

- a. EdAdvance

N/A

- b. School Facility Utilization Task Force

The School Facility Utilization Task Force has had two meetings: 1-regular meeting and 1-public informational meeting. The goals of the task force are to understand where the process at, and what should be explored more deeply and determine the feasibility. The goal is to narrow down and understand the viable options. Michelle is investigating the readability of building on the sites and how renovations will affect the school year. There has been a survey distributed to faculty and staff. The community will receive a survey once there are more concrete options, there are too many options for a survey at this point in time. Additional summer meetings in July and August will be announced at the next SFU-TF meeting. The next meeting is Monday June 8, 2026 (Special). Something not in scope of work of SP+A is a Civil Engineer, which is TBD by the Task Force, as this will come with a cost. Kristin Young will meet with Mike Lucas (Town Planner, Planning & Zoning) and SP+A for a preliminary discussion on site conditions at the schools. The work for Michelle Miller (SP+A) is nearing completion. The next step is to gathering information from task force members on what other information they feel the Task Force needs to make a recommendation. what other information have. The

extra meetings will not necessarily be required for SP+A. Jon Puz brought up PreK being a topic previously discussed and has requested more information on “shared services” from Superintendent Sousa. Chairman Klepps suggest community input be obtained before spending money on a Civil Engineer – to determine if there is even interest. Jon Puz emphasized, there is no option that is a zero-dollar option, regardless there is still large amounts of maintenance that is still necessary.

c. CAFE (added by a Motion at the beginning of this meeting)

Kirby Morante presented updates for CAFE, the 16th Annual CAFE summer leadership conference is August 6, the Delegate assembly is November 19, CAFE and CAPPS convention is November 20 and 21 and New Board Member orientation is December 10. There is a webinar on June 17 to discuss CT school funding changes. Numerous finance webinars at varying dates. There is a link on the website for all newsletters and dates.

K. Executive Session

MOTION by Frank Rodenberg to enter Executive Session at 9:01PM and to invite Superintendent Sousa to join.
Second by Jon Puz.

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.*

- 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.

Executive session ended at 10:19PM.

MOTION by Erik Perotti to extend Superintendent Sousa’s contract from 7/01/2026 to 6/30/2029 with a 2% increase for 2026-2027. Second by Frank Rodenberg.

UNANIMOUS

MOTION by Frank Rodenberg to extend unpaid leave and to advance the cost share for medical and dental insurance for the remainder of the unpaid leave for NHPS employee. Second by Kirby Morante.

UNANIMOUS

L. Adjournment

MOTION by Kristin Young to adjourn the meeting at 10:21PM. Second by Frank Rodenberg.

UNANIMOUS

*Respectfully submitted by,
Elizabeth Domas, Recording Secretary*

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

Town of New Hartford Board of Education

BOE GF EXPENDITURE

Fiscal Year: 2025-2026

☐ Subtotal by Collapse Mask

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From Date: 8/1/2026

To Date: 8/31/2026

Account Number	Description	GL Budget	Range To Date	YTD	Balance	Encumbrance	Budget Balance	% Bud
100.1000.111.000.000	Staff	\$2,605,513.00	\$0.00	\$2,549,479.57	\$56,033.43	\$0.00	\$56,033.43	2.15%
100.1000.112.000.000	Support Saff	\$79,546.00	\$0.00	\$71,287.03	\$8,258.97	\$0.00	\$8,258.97	10.38%
100.1000.114.000.000	Substitutes	\$70,000.00	\$0.00	\$61,103.79	\$8,896.21	\$0.00	\$8,896.21	12.71%
100.1000.116.000.000	Stipends	\$24,118.00	\$0.00	\$18,725.00	\$5,393.00	\$0.00	\$5,393.00	22.36%
100.1000.313.000.000	Evaluation & Other services	\$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	\$13,785.00	\$0.00	\$4,619.67	\$9,165.33	\$0.00	\$9,165.33	66.49%
100.1000.431.000.000	Equip Repairs	\$925.00	\$0.00	\$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	\$7,348.00	\$11,022.00	\$0.00	\$11,022.00	60.00%
100.1000.591.000.000	Travel	\$750.00	\$0.00	\$438.79	\$311.21	\$0.00	\$311.21	41.49%
100.1000.616.000.000	Teaching/ Instructional Suppli	\$24,529.98	\$0.00	\$21,946.31	\$2,583.67	\$0.00	\$2,583.67	10.53%
100.1000.641.000.000	Material	\$25,500.00	\$0.00	\$54,224.60	(\$28,724.60)	\$0.00	(\$28,724.60)	-112.65%
100.1000.642.000.000	Periodicals	\$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	\$1,532.94	(\$332.94)	\$0.00	(\$332.94)	-27.75%
	Func: Regular Education - 1000	\$2,877,436.98	\$0.00	\$2,814,208.57	\$63,228.41	\$0.00	\$63,228.41	2.20%
100.1200.111.000.000	Staff	\$1,283,834.30	\$0.00	\$1,289,466.27	(\$5,631.97)	\$0.00	(\$5,631.97)	-0.44%
100.1200.112.000.000	Support Saff	\$669,997.00	\$0.00	\$631,400.07	\$38,596.93	\$0.00	\$38,596.93	5.76%
100.1200.114.000.000	Substitutes	\$7,845.00	\$0.00	\$19,878.32	(\$12,033.32)	\$0.00	(\$12,033.32)	-153.39%
100.1200.311.000.000	HOMEBOUND	\$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	\$59,000.00	\$0.00	\$81,058.54	(\$22,058.54)	\$0.00	(\$22,058.54)	-37.39%
100.1200.313.000.000	Evaluation & Other services	\$16,500.00	\$0.00	\$10,951.92	\$5,548.08	\$0.00	\$5,548.08	33.62%
100.1200.314.000.000	Testing Supplies	\$20,000.04	\$0.00	\$9,424.98	\$10,575.06	\$0.00	\$10,575.06	52.88%
100.1200.324.000.000	Staff Development/ Inservice	\$2,500.00	\$0.00	\$3,232.70	(\$732.70)	\$0.00	(\$732.70)	-29.31%
100.1200.560.000.000	TUITION	\$435,000.00	\$0.00	\$431,672.47	\$3,327.53	\$0.00	\$3,327.53	0.76%
100.1200.591.000.000	TRAVEL	\$850.00	\$0.00	\$1,350.25	(\$500.25)	\$0.00	(\$500.25)	-58.85%
100.1200.616.000.000	OFFICE SUPPLIES-C	\$4,500.00	\$0.00	\$9,283.07	(\$4,783.07)	\$0.00	(\$4,783.07)	-106.29%
100.1200.730.000.000	Equipment	\$4,000.00	\$0.00	\$3,146.59	\$853.41	\$0.00	\$853.41	21.34%
100.1200.890.000.000	DUES & FEES	\$1,038.00	\$0.00	\$1,013.00	\$25.00	\$0.00	\$25.00	2.41%
	Func: Special Education - 1200	\$2,506,064.34	\$0.00	\$2,491,878.18	\$14,186.16	\$0.00	\$14,186.16	0.57%
100.1300.560.000.000	ADULT EDUCATION	\$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	\$0.00	\$0.00	0.00%
100.2100.112.000.000	Support Saff	\$139,646.00	\$0.00	\$140,148.86	(\$502.86)	\$0.00	(\$502.86)	-0.36%
100.2100.114.000.000	Substitutes	\$3,500.00	\$0.00	\$4,246.40	(\$746.40)	\$0.00	(\$746.40)	-21.33%
100.2100.320.000.000	Purch Services	\$3,000.00	\$0.00	\$3,000.00	\$0.00	\$0.00	\$0.00	0.00%
100.2100.431.000.000	EQUIPMENT SERVICE	\$255.00	\$0.00	\$255.00	\$0.00	\$0.00	\$0.00	0.00%
100.2100.616.000.000	Teaching/ Instructional Suppli	\$3,000.00	\$0.00	\$3,110.26	(\$110.26)	\$0.00	(\$110.26)	-3.68%
100.2100.730.000.000	Equipment	\$475.00	\$0.00	\$1,054.48	(\$579.48)	\$0.00	(\$579.48)	-122.00%
100.2100.890.000.000	DUES & FEES	\$141.00	\$0.00	\$0.00	\$141.00	\$0.00	\$141.00	100.00%
	Func: Health Services - 2100	\$150,017.00	\$0.00	\$151,815.00	(\$1,798.00)	\$0.00	(\$1,798.00)	-1.20%
100.2200.320.000.000	Purch Services	\$1,000.00	\$0.00	\$704.89	\$295.11	\$0.00	\$295.11	29.51%
100.2200.324.000.000	Staff Development/ Inservice	\$16,000.00	\$0.00	\$26,901.24	(\$10,901.24)	\$0.00	(\$10,901.24)	-68.13%
100.2200.325.000.000	Curriculum Work	\$12,000.00	\$0.00	\$9,979.62	\$2,020.38	\$0.00	\$2,020.38	16.84%
100.2200.593.000.000	PRINTING	\$250.00	\$0.00	\$78.12	\$171.88	\$0.00	\$171.88	68.75%
100.2200.616.000.000	Teaching/ Instructional Suppli	\$5,500.00	\$0.00	\$7,276.21	(\$1,776.21)	\$0.00	(\$1,776.21)	-32.29%
100.2200.618.000.000	Inovative Teaching	\$26,750.00	\$0.00	\$27,165.34	(\$415.34)	\$0.00	(\$415.34)	-1.55%
100.2200.641.000.000	Material	\$900.00	\$0.00	\$871.86	\$28.14	\$0.00	\$28.14	3.13%
100.2200.890.000.000	DUES AND FEES	\$100.00	\$0.00	\$206.00	(\$106.00)	\$0.00	(\$106.00)	-106.00%
	Func: Improvements of Instruction - 2200	\$62,500.00	\$0.00	\$73,183.28	(\$10,683.28)	\$0.00	(\$10,683.28)	-17.09%

Town of New Hartford Board of Education

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To Date: 8/31/2026

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100.2300.320.000.000	Purch Services	\$3,000.00	\$0.00	\$736.17	\$2,263.83	\$0.00	\$2,263.83	75.46%
100.2300.616.000.000	Teaching/ Instructional Suppli	\$550.00	\$0.00	\$570.92	(\$20.92)	\$0.00	(\$20.92)	-3.80%
100.2300.641.000.000	Material	\$14,443.00	\$0.00	\$22,238.56	(\$7,795.56)	\$0.00	(\$7,795.56)	-53.97%
100.2300.730.000.000	Equipment	\$700.00	\$0.00	\$27.35	\$672.65	\$0.00	\$672.65	96.09%
100.2300.890.000.000	DUES AND FEES	\$538.00	\$0.00	\$136.00	\$402.00	\$0.00	\$402.00	74.72%
	Func: Library Media - 2300	\$19,231.00	\$0.00	\$23,709.00	(\$4,478.00)	\$0.00	(\$4,478.00)	-23.29%
100.2400.111.000.000	Staff	\$74,750.00	\$0.00	\$74,750.00	\$0.00	\$0.00	\$0.00	0.00%
100.2400.112.000.000	Support Saff	\$55,289.00	\$0.00	\$55,421.89	(\$132.89)	\$0.00	(\$132.89)	-0.24%
100.2400.321.000.000	TECHNICAL/LICENSES-C	\$44,308.00	\$0.00	\$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	\$10,571.96	(\$9,071.96)	\$0.00	(\$9,071.96)	-604.80%
100.2400.407.000.000	REPAIRS/MAINTENANCE-C	\$17,750.00	\$0.00	\$18,947.68	(\$1,197.68)	\$0.00	(\$1,197.68)	-6.75%
100.2400.591.000.000	TRAVEL	\$400.00	\$0.00	\$120.25	\$279.75	\$0.00	\$279.75	69.94%
100.2400.616.000.000	SUPPLIES-C	\$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	\$9,738.40	\$261.60	\$0.00	\$261.60	2.62%
100.2400.890.000.000	DUES AND FEES	\$400.00	\$0.00	\$0.00	\$400.00	\$0.00	\$400.00	100.00%
	Func: Technology - 2400	\$204,597.00	\$0.00	\$218,194.57	(\$13,597.57)	\$0.00	(\$13,597.57)	-6.65%
100.2500.315.000.000	LEGAL	\$117,000.00	\$0.00	\$115,400.38	\$1,599.62	\$0.00	\$1,599.62	1.37%
100.2500.320.000.000	SALARIES, BOARD SECRETARY	\$1,875.00	\$0.00	\$2,875.00	(\$1,000.00)	\$0.00	(\$1,000.00)	-53.33%
100.2500.616.000.000	OFFICE SUPPLIES	\$700.00	\$0.00	\$634.07	\$65.93	\$0.00	\$65.93	9.42%
100.2500.689.000.000	HOSPITALITY	\$500.00	\$0.00	\$756.36	(\$256.36)	\$0.00	(\$256.36)	-51.27%
100.2500.890.000.000	DUES & FEES	\$8,550.00	\$0.00	\$12,383.64	(\$3,833.64)	\$0.00	(\$3,833.64)	-44.84%
	Func: Board of Education - 2500	\$128,625.00	\$0.00	\$132,049.45	(\$3,424.45)	\$0.00	(\$3,424.45)	-2.66%
100.2600.111.000.000	Staff	\$190,275.00	\$0.00	\$190,275.00	\$0.00	\$0.00	\$0.00	0.00%
100.2600.112.000.000	Support Saff	\$162,644.00	\$0.00	\$152,986.36	\$9,657.64	\$0.00	\$9,657.64	5.94%
100.2600.113.000.000	SALARIES, SPECIAL PROJECTS	\$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	\$64,260.00	\$0.00	\$64,675.61	(\$415.61)	\$0.00	(\$415.61)	-0.65%
100.2600.324.000.000	WORKSHOPS/CONFERENCES	\$3,100.00	\$0.00	\$3,246.81	(\$146.81)	\$0.00	(\$146.81)	-4.74%
100.2600.591.000.000	TRAVEL-C	\$3,450.00	\$0.00	\$3,872.69	(\$422.69)	\$0.00	(\$422.69)	-12.25%
100.2600.616.000.000	OFFICE SUPPLIES	\$3,000.00	\$0.00	\$1,879.30	\$1,120.70	\$0.00	\$1,120.70	37.36%
100.2600.642.000.000	PERIODICALS	\$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	\$448.42	\$1,051.58	\$0.00	\$1,051.58	70.11%
100.2600.730.000.000	EQUIPMENT	\$500.00	\$0.00	\$2,065.80	(\$1,565.80)	\$0.00	(\$1,565.80)	-313.16%
100.2600.890.000.000	DUES & FEES	\$5,300.00	\$0.00	\$5,127.00	\$173.00	\$0.00	\$173.00	3.26%
	Func: Central Office - 2600	\$435,729.00	\$0.00	\$424,748.59	\$10,980.41	\$0.00	\$10,980.41	2.52%
100.2700.111.000.000	Staff	\$280,731.00	\$0.00	\$280,731.00	\$0.00	\$0.00	\$0.00	0.00%
100.2700.112.000.000	Support Saff	\$172,845.00	\$0.00	\$170,288.62	\$2,556.38	\$0.00	\$2,556.38	1.48%
100.2700.114.000.000	Substitutes	\$3,500.00	\$0.00	\$5,716.08	(\$2,216.08)	\$0.00	(\$2,216.08)	-63.32%
100.2700.591.000.000	Travel	\$1,125.00	\$0.00	\$1,199.85	(\$74.85)	\$0.00	(\$74.85)	-6.65%
100.2700.616.000.000	Teaching/ Instructional Suppli	\$5,800.00	\$0.00	\$5,456.80	\$343.20	\$0.00	\$343.20	5.92%
100.2700.730.000.000	Equipment	\$16,000.00	\$0.00	\$35,630.26	(\$19,630.26)	\$0.00	(\$19,630.26)	-122.69%
100.2700.890.000.000	Professional Dues	\$1,326.00	\$0.00	\$1,326.00	\$0.00	\$0.00	\$0.00	0.00%
	Func: School Offices - 2700	\$481,327.00	\$0.00	\$500,348.61	(\$19,021.61)	\$0.00	(\$19,021.61)	-3.95%
100.2800.112.000.000	Support Saff	\$292,305.00	\$0.00	\$289,496.56	\$2,808.44	\$0.00	\$2,808.44	0.96%
100.2800.113.000.000	Special Projects/ Overtime	\$10,366.15	\$0.00	\$7,323.73	\$3,042.42	\$0.00	\$3,042.42	29.35%
100.2800.114.000.000	SALARIES, CUSTODIAN SUBSTITUTE	\$2,250.00	\$0.00	\$5,030.79	(\$2,780.79)	\$0.00	(\$2,780.79)	-123.59%

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100.2800.402.000.000	Utilities	\$271,922.66	\$0.00	\$241,576.60	\$30,346.06	\$0.00	\$30,346.06	11.16%
100.2800.406.000.000	EMERGENCY REPAIRS-C	\$204,000.00	\$0.00	\$248,653.40	(\$44,653.40)	\$0.00	(\$44,653.40)	-21.89%
100.2800.407.000.000	MAINTENANCE-C	\$30,000.00	\$0.00	\$33,131.58	(\$3,131.58)	\$0.00	(\$3,131.58)	-10.44%
100.2800.420.000.000	SERVICE CONTRACTS-C	\$77,793.00	\$0.00	\$90,979.06	(\$13,186.06)	\$0.00	(\$13,186.06)	-16.95%
100.2800.431.000.000	Equip Repairs	\$4,000.00	\$0.00	\$1,183.16	\$2,816.84	\$0.00	\$2,816.84	70.42%
100.2800.530.000.000	POSTAGE	\$5,000.00	\$0.00	\$4,918.62	\$81.38	\$0.00	\$81.38	1.63%
100.2800.533.000.000	ADVERTISING	\$1,000.00	\$0.00	\$2,566.75	(\$1,566.75)	\$0.00	(\$1,566.75)	-156.68%
100.2800.592.000.000	PROP.INS. & LIAB	\$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 Suppli	\$35,000.00	\$0.00	\$34,454.67	\$545.33	\$0.00	\$545.33	1.56%
100.2800.695.000.000	FUEL/GASOLINE	\$2,604.30	\$0.00	\$1,199.14	\$1,405.16	\$0.00	\$1,405.16	53.96%
100.2800.731.000.000	EQUIPMENT, LEASED-C	\$43,015.05	\$0.00	\$42,200.88	\$814.17	\$0.00	\$814.17	1.89%
	Func: Plant Operations - 2800	\$1,024,656.16	\$0.00	\$1,035,173.59	(\$10,517.43)	\$0.00	(\$10,517.43)	-1.03%
100.2900.510.000.000	PUPIL TRANS.	\$559,855.00	\$0.00	\$556,291.80	\$3,563.20	\$0.00	\$3,563.20	0.64%
100.2900.511.000.000	TRANS SPEC ED	\$152,000.00	\$0.00	\$104,825.11	\$47,174.89	\$0.00	\$47,174.89	31.04%
	Func: Pupil Transportation - 2900	\$711,855.00	\$0.00	\$661,116.91	\$50,738.09	\$0.00	\$50,738.09	7.13%
100.6100.201.000.000	Medical & Dental Insurance	\$1,448,314.06	\$0.00	\$1,420,675.23	\$27,638.83	\$0.00	\$27,638.83	1.91%
100.6100.204.000.000	Life/Disability Insurance	\$19,680.00	\$0.00	\$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	\$100,737.67	\$10,471.33	\$0.00	\$10,471.33	9.42%
100.6100.206.000.000	Medicare	\$89,626.00	\$0.00	\$82,936.34	\$6,689.66	\$0.00	\$6,689.66	7.46%
100.6100.209.000.000	Pension Fund	\$171,101.00	\$0.00	\$179,438.91	(\$8,337.91)	\$0.00	(\$8,337.91)	-4.87%
100.6100.211.000.000	Tax Shelter Annuities	\$21,000.00	\$0.00	\$21,000.00	\$0.00	\$0.00	\$0.00	0.00%
100.6100.214.000.000	Unemployment Compensation	\$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	\$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	\$0.00	\$0.00	0.00%
100.6100.217.000.000	LEAVE PAYOUT	\$0.00	\$0.00	\$3,659.10	(\$3,659.10)	\$0.00	(\$3,659.10)	0.00%
	Func: Employee Benefits - 6100	\$1,941,166.06	\$0.00	\$1,881,918.68	\$59,247.38	\$0.00	\$59,247.38	3.05%
	Fund: General Fund - 100	\$10,550,290.54	\$0.00	\$10,415,430.43	\$134,860.11	\$0.00	\$134,860.11	1.28%
400.1200.112.000.000	Support Saff	\$81,974.55	\$0.00	\$62,591.13	\$19,383.42	\$0.00	\$19,383.42	23.65%
400.1200.312.000.000	Pupil Services- Therapies	\$85,627.51	\$0.00	\$55,674.43	\$29,953.08	\$0.00	\$29,953.08	34.98%
400.1200.616.000.000	Teaching/ Instructional Suppli	\$6,237.60	\$0.00	\$3,185.50	\$3,052.10	\$0.00	\$3,052.10	48.93%
	Func: Special Education - 1200	\$173,839.66	\$0.00	\$121,451.06	\$52,388.60	\$0.00	\$52,388.60	30.14%
	Fund: IDEA 611 - 400	\$173,839.66	\$0.00	\$121,451.06	\$52,388.60	\$0.00	\$52,388.60	30.14%
401.1200.112.000.000	Support Saff	\$5,500.00	\$0.00	\$4,429.39	\$1,070.61	\$0.00	\$1,070.61	19.47%
401.1200.312.000.000	Pupil Services- Therapies	\$3,649.00	\$0.00	\$253.13	\$3,395.87	\$0.00	\$3,395.87	93.06%
	Func: Special Education - 1200	\$9,149.00	\$0.00	\$4,682.52	\$4,466.48	\$0.00	\$4,466.48	48.82%
	Fund: IDEA 619 - 401	\$9,149.00	\$0.00	\$4,682.52	\$4,466.48	\$0.00	\$4,466.48	48.82%
410.2200.325.000.000	Curriculum Work	\$48,127.75	\$0.00	\$48,127.75	\$0.00	\$0.00	\$0.00	0.00%
	Func: Improvements of Instruction - 2200	\$48,127.75	\$0.00	\$48,127.75	\$0.00	\$0.00	\$0.00	0.00%
410.2210.325.000.000	Curriculum Work	\$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	\$0.00	\$0.00	0.00%
	Fund: REAP Grant - 410	\$52,388.10	\$0.00	\$52,388.10	\$0.00	\$0.00	\$0.00	0.00%

Town of New Hartford Board of Education

BOE GF EXPENDITURE

Fiscal Year: 2025-2026

☐ Subtotal by Collapse Mask
 ☐ Include pre encumbrance
 ☐ Print accounts with zero balance
☒ Filter Encumbrance Detail by Date Range
☐ Exclude Inactive Accounts with zero balance

From Date: 8/1/2026

To Date: 8/31/2026

Account Number	Description	GL Budget	Range To Date	YTD	Balance	Encumbrance	Budget Balance	% Bud
420.1200.112.000.000	Support Saff	\$43,992.00	\$0.00	\$43,992.00	\$0.00	\$0.00	\$0.00	0.00%
420.1200.616.000.000	Teaching/ Instructional Suppli	\$1,800.00	\$0.00	\$1,800.00	\$0.00	\$0.00	\$0.00	0.00%
420.1200.730.000.000	Equipment	\$3,410.00	\$0.00	\$3,410.00	\$0.00	\$0.00	\$0.00	0.00%
	Func: Special Education - 1200	\$49,202.00	\$0.00	\$49,202.00	\$0.00	\$0.00	\$0.00	0.00%
	Fund: SEED - 420	\$49,202.00	\$0.00	\$49,202.00	\$0.00	\$0.00	\$0.00	0.00%
421.1200.312.000.000	Pupil Services- Therapies	\$44,844.50	\$0.00	\$44,085.75	\$758.75	\$0.00	\$758.75	1.69%
	Func: Special Education - 1200	\$44,844.50	\$0.00	\$44,085.75	\$758.75	\$0.00	\$758.75	1.69%
	Fund: ARPA - 421	\$44,844.50	\$0.00	\$44,085.75	\$758.75	\$0.00	\$758.75	1.69%
441.1000.112.000.000	Title I-A- Salaries 6/30/24	\$51,236.94	\$0.00	\$31,640.94	\$19,596.00	\$0.00	\$19,596.00	38.25%
	Func: Regular Education - 1000	\$51,236.94	\$0.00	\$31,640.94	\$19,596.00	\$0.00	\$19,596.00	38.25%
441.2200.616.000.000	Teaching/ Instructional Suppli	\$590.00	\$0.00	\$295.00	\$295.00	\$0.00	\$295.00	50.00%
	Func: Improvements of Instruction - 2200	\$590.00	\$0.00	\$295.00	\$295.00	\$0.00	\$295.00	50.00%
	Fund: Title I Part A - 441	\$51,826.94	\$0.00	\$31,935.94	\$19,891.00	\$0.00	\$19,891.00	38.38%
442.1000.112.000.000	Support Saff	\$10,892.85	\$0.00	\$8,111.23	\$2,781.62	\$0.00	\$2,781.62	25.54%
	Func: Regular Education - 1000	\$10,892.85	\$0.00	\$8,111.23	\$2,781.62	\$0.00	\$2,781.62	25.54%
442.2200.616.000.000	Teaching/ Instructional Suppli	\$700.00	\$0.00	\$350.00	\$350.00	\$0.00	\$350.00	50.00%
	Func: Improvements of Instruction - 2200	\$700.00	\$0.00	\$350.00	\$350.00	\$0.00	\$350.00	50.00%
	Fund: Title II Part A - 442	\$11,592.85	\$0.00	\$8,461.23	\$3,131.62	\$0.00	\$3,131.62	27.01%
444.2200.324.000.000	Staff Development/ Inservice	\$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	\$500.00	\$0.00	\$500.00	\$0.00	\$0.00	\$0.00	0.00%
444.2200.617.000.000	Curriculum Material	\$12,045.45	\$0.00	\$8,258.10	\$3,787.35	\$0.00	\$3,787.35	31.44%
	Func: Improvements of Instruction - 2200	\$17,545.45	\$0.00	\$10,758.10	\$6,787.35	\$0.00	\$6,787.35	38.68%
	Fund: TITLE IV - 444	\$17,545.45	\$0.00	\$10,758.10	\$6,787.35	\$0.00	\$6,787.35	38.68%
450.1200.560.000.000	Tuition	\$67,249.00	\$0.00	\$66,926.00	\$323.00	\$0.00	\$323.00	0.48%
	Func: Special Education - 1200	\$67,249.00	\$0.00	\$66,926.00	\$323.00	\$0.00	\$323.00	0.48%
	Fund: Excess Cost - 450	\$67,249.00	\$0.00	\$66,926.00	\$323.00	\$0.00	\$323.00	0.48%
500.1500.000.000.000	Non-Lapsing Edu. Fund	\$220,315.00	\$0.00	\$0.00	\$220,315.00	\$0.00	\$220,315.00	100.00%
	Func: General - 1500	\$220,315.00	\$0.00	\$0.00	\$220,315.00	\$0.00	\$220,315.00	100.00%
	Fund: Non Lapsing - 500	\$220,315.00	\$0.00	\$0.00	\$220,315.00	\$0.00	\$220,315.00	100.00%
Grand Total:		\$11,248,243.04	\$0.00	\$10,805,321.13	\$442,921.91	\$0.00	\$442,921.91	3.94%

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.



VISION OF A LEARNER

PK-6

EFFECTIVE LEARNERS TAKE OWNERSHIP OF THEIR GROWTH.

They show perseverance when faced with challenges, curiosity when exploring new ideas, and responsibility for their learning and actions. They reflect on their progress, set goals, and continually strive to improve—not for a grade, but for the joy of learning.



Initiative



Responsibility



Perseverance



Curiosity

ETHICAL LEARNERS LEAD WITH INTEGRITY, RESPECT, AND COMPASSION.

They treat others with kindness, speak truthfully, and take responsibility when they make mistakes. They act with empathy and fairness, creating a classroom and school community where everyone feels valued and safe.



Empathy



Integrity



Respect



Compassion

ENGAGED LEARNERS CONTRIBUTE POSITIVELY AND MAKE A DIFFERENCE.

They demonstrate collaboration, citizenship, and service, working together to make their classroom, school, and world a better place. They look for ways to help others, use their voices for good, and take pride in being part of something larger than themselves.



Citizenship



Collaboration



Service



Betterment



WE LEARN.



WE CARE.



WE CONTRIBUTE.



WE BELONG.



TOGETHER, WE SHAPE A BETTER WORLD.

June – 2026 - Another Year in the Books Edition

Program Spotlight:

- **Technology Services** – Much like the Finance and Human Resources departments that have been profiled in other editions of the Advance, the Technology Department provides vital services to both internal and external customers and supports all of our efforts to support our school districts and their communities. Comprised of 6 individuals, (5 in the office and one full-time for The Gilbert School) this team supports over 1,550 devices and serves the needs of approximately 2,000 people. In addition to our own staff, they also support Colebrook Elementary, Bottle Elementary, Brass City Charter, Western Connecticut Area Agency on Aging, Cornwall Library, and the Towns of Washington, Warren, and North Canaan. This year they deployed over 310 new devices (Laptops, phones, network equipment) and helped clean, repair, or inventory well over 1,000 Chromebooks. In total, they closed out just under 2,500 help desk tickets year to date, averaging around 200 per week.

Of Interest to All Staff...

- As I mentioned in my first All Agency Day remarks in 2024, life is made up of a series of greetings and partings and June is always full of bittersweet partings as we say goodbye to students who have completed their studies with us and are ready to move on to the next chapter of their lives. On June 2nd, Lisa Bowden, Ray Byron and I congratulated our Adult Education graduates (first picture), then on June 5th our ACCESS program held its ceremony and then finally on June 19th our STEPS program (second picture) did the same thing. We wish all our graduates best wishes and congratulate them on a job well done.
- On Tuesday, June 16th, the Extended Leadership Team held its annual retreat (third picture). This year we focused on strategies to convert challenges into opportunities as we explored the many new laws and mandates passed during the most recent legislative session.
- In keeping with our tradition, the Board of Directors awarded four \$1,500 college scholarships to students from our member districts this spring – selected from over 100 applications where students spoke of their efforts to serve their communities were Sofia Barbagallo from Oakville, Drew Fowler from Terryville, Delany Breitbell from New Fairfield, and Stephen Mammola from Sandy Hook.
- On behalf of the entire Executive Team, I want to thank all of the wonderful staff that make up the EdAdvance family for their extraordinary efforts during the 2025-2026 program year. It was quite a roller-coaster ride that challenged our collective will and I am happy to report that we came through it stronger than ever and we are in an excellent position to do even better next year. The Advance will take July off but will happily return in August. My best to you until then.

