New Hartford Public Schools

Board of Education
Regular Meeting Agenda
7:00 PM on Tuesday, June 3, 2025
Ann Antolini School Library

New Hartford BOE meetings are accessible live via the following:
https://meet.google.com/pjo-wchk-iku
or by phone +1 956-520-3734 PIN: 355 348 803#

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
- **Litchfield County Superintendent's Award**
- **Personnel Report**
- **Update on 25-26 NHPS budget (Instructional Assistant & Clerical Aide)**
- **Collective Bargaining - NHEA**

E. Board of Education Chair's Report
- **Task Force invitation**

F. Routine Business
- **Minutes - May 6, 2025 and May 19, 2025**
- **Expenditure Report**

G. New Business
- **Approval of Revised Job Descriptions for: Data Systems Specialist; Director, Information Technology; Manager, Finance & Human Resources; Executive Assistant to the Superintendent of Schools; Administrative Assistant to the Director of Student Services**
- **Policy and Regulations - Students P5111.3 (1st Read)**
- **Policy and Regulations - Students P5118 (1st Read)**

H. Old Business

I. Reports
- **Plant Facility Subcommittee - Tom Buzzi (HVAC)**
- **Curriculum Subcommittee**
- **EdAdvance**

J. Public Comment - (For Agenda Items Only)

K. Executive Session
- **Superintendent evaluation; Safety and security, Personnel matters**

L. Adjournment

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

Gmail

Janet G.M. Terenzi <terenzij@newhtfd.org>

Fwd: Following up on budget meetings / communication with the Town

1 message

Timothy Klepps <kleppst@newhtfd.org>
To: Jeffrey Sousa <sousaj@newhtfd.org>, "Janet G.M. Terenzi" <terenzij@newhtfd.org>

FYI for communication to the board.

---------- Forwarded message ---------
From: **Jon Puz** <jon.puz@gmail.com>
Date: Tue, May 20, 2025 at 11:12 PM
Subject: Following up on budget meetings / communication with the Town
To: <djerram@newhartfordct.gov>, Timothy Klepps <kleppst@newhtfd.org>

Dan, Kerry and Tim,

First, thanks to the three of you (and your respective colleagues) for all the work being done on the budget.

Having heard from each of you over the past week, particularly Dan and the BOS this evening, it seems there's a common goal of working to better inform taxpa the spirit of sharing an example in case it helps you with that goal, please see below.

Our neighbors in Canton put together a "budget mailer" to help inform their taxpayers and to show a united front among the BOS, BOF and BOE. Although this process, I thought sharing this might be helpful as you think about how to communicate with the Town in the coming days (and what to include in addition to the

In particular, you each have terrific content for a one pager like this. For example:
- Dan, you've spoken about the perfect storm of the budget this year particularly the decreased revenue from the State creating challenges and all the effort bei Regional budget) + as you said tonight, the importance of this budget passing
- Kerry, among other topics, you've spoken about the diligent work the BOF has done, the effort to balance the competing priorities and limited resources, and n
- Tim, you and Jeff have hit on many of the points the BOE Chair Lou includes below plus the cuts over recent years leading up to this year's budget; also, the b second image) seems particularly relevant in order to show several key points in the local school budget (e.g., general education decreasing, state mandated p Also, together you've kicked off a Joint Task Force with a mission that seems like it would be well received if more people were to hear about it (Tim, your letter very well written and I love the Task Force approach!).

Of course, I'm sure there's additional content that's resonating when you are talking with taxpayers -- I just wanted to toss out some of what I've heard that seen

In closing, while this budget isn't perfect and, as Dan noted this evening, some additional information along the way would have helped, it seems that everyone you all communicating together would be impactful in informing the voters ahead of the Referendum next month.

Note: given there's not an email address for Kerry, if you think this might be helpful, could you please forward this to her?

Thanks again for all you are doing,

Jon

Canton Community Connection

Town of Canton & Canton Public Schools | 2025 - 2026 Town Budget Mailer

From the First Selectman,



Kevin Witkos
First Selectman

My fellow residents,

The Board of Selectmen is committed to fiscal responsibility in lieu of the many competing interests facing taxpayers today. On Feb. 10, 2025, the CAO presented my board with a budget (operating & CIP) that increased spending by 10.68%. Board members discussed each department's budget with its respective director and challenged them to find savings.

Additionally, a "round table" meeting with residents, (the first time in Canton history) was held to have an open discussion with the public on the budget. Unlike past budgets, this budget provides full accounting and true costs of delivering those services to residents without the addition of any new staff positions. The Board of Selectmen cut over $700,000 to deliver you a responsible budget that maintains services and continues to enrich our quality of life here in Canton. We thank you for your guidance during this budget process and ask for your support on May 8th.

Respectfully,

Kevin Witkos

From the Board of Finance Chair,



Brian Miller
Board of Finance Chair

Dear Canton Residents,

This year, an unusual circumstance made it challenging to balance maintaining town services and excellent schools with reducing the burden on Canton taxpayers.

Our town experienced an unprecedented depletion of our health insurance reserve fund, in fiscal year 2023-2024. This necessitated a significant increase in this line item for the upcoming budget. Our Board of Selectmen (BoS) and Board of Education (BoE) worked diligently to maintain Town and School services at current levels while accounting for this insurance cost increase.

Before the proposed budgets came before the Board of Finance (BoF), each went through significant review and reductions. As a result, the BoF recommended no further cuts for the BoS budget and made minimal cuts to the BoE budget. Any additional cuts to either budget will result in a reduction of Town and School services.

We encourage residents to attend the Budget Public Hearing on Monday, April 28, to share your views on the proposed budget. Following the hearing, the Board of Finance may alter the budget in response to residents' testimony or propose that the budget presented in this mailer go before voters at the May 8th referendum.

Sincerely,

Brian Miller

From the Board of Education Chair,



Lou Daniels
Board of Education Chair

Dear Canton Community Members,

The Board of Education is deeply grateful to the many parents, caregivers, and community members who have shown up to support our 2025–2026 school budget. Your voices have made a difference, and your commitment to our schools is both seen and appreciated.

Since the pandemic, our schools have made meaningful academic and social-emotional gains thanks to the strategic investments this community has supported. However, this year's budget reflects a challenging reality: due to an unanticipated spike in health insurance costs, we are presenting a maintenance budget—one that includes no new initiatives and simply covers contractual obligations and fixed costs.

The development of this budget has been a painstaking process, grounded in responsible stewardship of taxpayer dollars. Before reaching the Board of Education, the Superintendent reduced his preliminary budget by nearly $850,000. After extensive public meetings and careful review, the Board of Finance applied an additional $158,000 reduction, bringing the total cuts to over $1 million from when we started last October.

This budget was not created in isolation. There were no fewer than six public meetings dedicated to budget discussion, during which community members were invited to share input and raise questions. At one of those meetings, a parent expressed a sentiment that resonates: "With these continued cuts, are we still thriving—or merely surviving?"

This is a pivotal moment. The endorsed 2025–2026 budget is the minimum required to sustain the quality of education our students deserve. A strong school system benefits everyone—it drives economic growth, sustains property values, and most importantly, nurtures the potential of our most valuable resource: our children.

Thank you for standing with us and supporting the future of our schools.

Postal Customer
Canton, CT

Permit No. 11

CANTON PUBLIC SCHOOLS OPERATING BUDGET
FISCAL YEAR 2025-2026

Budget FY25	$ 32,924,801	Percent of Increase		
Salaries (Certified & Non-Certified General Ed Only)	998,551	3.03%		
Health & Benefits	989,722	3.01%		
Insurance Property & Liability	7,456	0.02%	6.28%	
Transportation, Including Fuel	5,713	0.02%		
Electricity, Heating Oil, Natural Gas & Propane	66,943	0.20%		
Special Education: Out of District Transportation & Tuition, Contracted Services & District Transportation, Consulting Services & Therapies	(139,829)	-0.42%	-0.42%	
Athletics	7,699	0.02%		
Educational Technology, Instructional Materials, Reference Books, Instructional Materials, Student Support	(768)	0.00%	0.12%	5.98%
Facilities & Maintenance	34,662	0.11%		
Tech Services, Professional Development, Travel/Meetings, Postage, Professional Services	(1,176)	0.00%		
New Personnel	92,900	0.28%		
Personnel Reductions	(26,668)	-0.08%		
Personnel Moved Grants	(114,764)	-0.35%	-0.23%	
Personnel Transfers from the Town	132,284	0.40%		
Additional Budget Reductions	(158,000)	-0.48%		
Small Capital	72,555	0.22%	0.22%	
FY26 Board of Education Final Budget	**$34,892,081**	**5.98%**		

Department of Education records indicate that you will be negotiating a collective bargaining contract during the upcoming school year. Procedures for the conduct of negotiations and, if necessary, impasse resolution are found in Connecticut General Statutes §10-153a *et seq.* This Memorandum is designed to provide the parties with information necessary to comply with statutory requirements. This is the only notice you will receive regarding the following timelines:

Reported Budget Submission Date: 3/24/2026

Commence Date: 8/26/2025

Mediation Date: 10/15/2025

Arbitration Date: 11/9/2025

MEDIATION

On or before your mediation date, you must report the name of a mutually selected mediator. In order to expedite the scheduling process, parties should contact the designated mediator directly to determine his or her availability. If I am not informed by the above date of the mediator selected or of the fact that the parties reached a settlement, the Commissioner will designate a mediator in accordance with her statutory authority. The names of State Department of Education mediators are posted on the Internet at https://portal.ct.gov/sde (under the heading "Departments," select "Legal and Governmental Affairs"). Mediator per diem fee schedules and cancellation policies are on file with the Division of Legal and Governmental Affairs. They are available upon request.

ARBITRATION

The arbitration process will be instituted unless my office is informed that the parties have reached a contractual agreement. On or before the arbitration date, each party must report the name of their respective party arbitrator, or their mutual decision to designate a single arbitrator. If either party fails to select their respective party arbitrator, or if neither party selects a party arbitrator; then the Commissioner will designate an arbitrator in accordance with her statutory authority. Within five days of the above arbitration date, the parties shall inform my office of the name of the mutually selected impartial arbitrator. If I am not informed of the impartial arbitrator selected or of the fact that the parties reached a settlement, the Commissioner will designate an impartial arbitrator in accordance with her statutory authority. The law requires the initial arbitration hearing to be held between the fifth and twelfth day, inclusive, following the selection of the impartial arbitrator.

The names of the State Department of Education arbitrators are posted on the Internet at https://portal.ct.gov/sde (under the heading "Departments," select "Legal and Governmental Affairs"). Arbitrator per diem fee schedules and cancellation policies are on file with the Division of Legal and Governmental Affairs. They are available upon request.

NOTIFICATION TO PARTIES

Connecticut General Statutes § 10-153f(c)(2) requires the Commissioner to send a notice of the initial arbitration hearing date to the board of education and the representative organizations which are parties to the dispute and, if a three-member arbitration panel is selected or designated, to the other members of the panel. In addition, the statute requires the Commissioner to send a copy of the notice by registered mail, return receipt requested, to the fiscal authority having

budgetary responsibility or charged with making appropriations for the school district. Our office will send the remaining parties all notices via email.

CONTACT

The parties must meet the above-noted statutory requirements. Please direct all inquiries and communications to Attorney Laura Anastasio at the Division of Legal and Governmental Affairs, P.O. Box 2219, Hartford, CT 06145, telephone number 860-713-6520, or by email at laura.anastasio@ct.gov.

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82K

NEW HARTFORD PUBLIC SCHOOLS

NEW HARTFORD TOWN HALL
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P. O. BOX 315
NEW HARTFORD, CONNECTICUT 06057
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JEFFREY SOUSA
SUPERINTENDENT
OF SCHOOLS

MICHAEL LYNCH
DIRECTOR OF
STUDENT SERVICES

AMY KENNEDY
PRINCIPAL
BAKERVILLE CONSOLIDATED
NEW HARTFORD ELEMENTARY

KELLY CARROLL, Ed.D
PRINCIPAL
ANN ANTOLINI SCHOOL

May 8, 2025

To: Members of the Board of Selectmen and Board of Finance

Subject: Invitation to Form a Joint Task Force on the Future of the New Hartford Public Schools

Dear Members of the Board of Finance and Board of Selectmen,

On behalf of the New Hartford Board of Education, I extend a sincere invitation to join us in forming a collaborative task force to explore the future of our school district. As stewards of our town's educational, financial, and municipal responsibilities, we believe it is both timely and essential that we work together to thoughtfully examine the long-term direction of our school district.

The educational landscape continues to evolve, and with it come opportunities and challenges that merit a shared, forward-looking conversation. This task force would be charged with identifying potential paths forward for the district, considering factors such as educational programming, service delivery, professional development, three school facility utilization and fiscal sustainability.

Our goal is to engage in an open, transparent process that draws upon the insights and expertise of all three Boards. Together, we can ensure that any recommendations or decisions reflect what is best for our students, our community, and our taxpayers.

We propose scheduling an initial organizational meeting in the coming weeks to define the scope, structure, and goals of the task force. I look forward to hearing your thoughts and hope we can move forward with a spirit of collaboration and shared purpose.

Thank you for your consideration and I look forward to your response.

Respectfully,

Timothy Klepps
Chairman

Jeffrey Sousa
Superintendent

New Hartford Public Schools

Board of Education Regular Meeting (In-Person)

Ann Antolini School – Library

7:00PM on Tuesday May 6, 2025

PRESENT: Superintendent Jeffrey Sousa; Chairman Timothy Klepps; Vice Chairman Thomas Buzzi

Board Members: Meagan Albert; Erik Perotti; Frank Rodenberg; Deirdre Tindall and Kristin Young

ABSENT: Penny Miller and Timothy Russell

Chairman Timothy Klepps called the regular meeting to order at 7:02PM.

A. Pledge of Allegiance

B. Order of Business

C. Communications to the Board of Education/Public Comment

Christine Mangini of 33 Red Clover Rd, expresses her sincere thanks the Board of Education and Superintendent Sousa for their support towards the students and staff.

D. Superintendent's Report

Dexter Cerruto and Emma Jack presented information on lunches provided at NHPS, which they have worked on with Dr. Kelly Carroll. The student representatives showed the Board of Education what is offered in the cafeteria. Items like rainbow tray are offered with fruits and vegetables and there has been taste testing of fresh foods from Vibrant Farm in Bantam. Students tried apple crisp made with apples from March Farm. The student representatives showed their favorite lunch. Students recently voted for new items to be added on the menu, the choices that were highly voted for were Taco Salad and a Charcuterie box. Samples were provided for those in attendance. Please see the student presentation attached.

Update on Central Office Staffing / PreK and Personnel Report

Superintendent Sousa celebrates and honors Administrative Assistant Janet Terenzi's retirement, after 20 years of service with NHPS, her last day is Friday June 6, 2025.

Marie Kitch, a longtime School Nurse of Bakerville School has announced her retirement, after 25 years of service with NHPS.

Update to CJR, Mr. Sousa gives credit to Director of Student Services, Michael Lynch, for his ability to have services continued by CJR to work with students, there is no cost to the school, the services are funded through health insurance of parents/families.

Mr. Sousa reported to the Board that at this time it is not feasible, but he continues to evaluate combining the position of Executive Assistant to the Superintendent and Administrative Assistant to the Director of Student Services, more updates to come in June.

Update on 2025-2026 NHPS Budget Reductions

Two positions have been reduced as of this meeting on Tuesday May 6, 2025. The Instructional Assistant and Clerical Aide are the two eliminated positions. The Board of Education has used funding from the non-lapsing accounts to keep other cuts that were previously proposed as eliminations in previous budget meetings.

Pre-K next year will require an additional kindergarten teacher. There will be an opening to another PreK section. Mr. Sousa announced there are currently 66 births recorded in the Town Clerk's office.

E. Board of Education Chair's Report

2025-2026 Budget Referendum voting closes today 5/6/2025 at 8:00PM.

F. Routine Business

Minutes – March 11, 2025; March 18, 2025; April 3, 2025; April 10, 2025

Approval of Minutes:

MOTION by Thomas Buzzi to approve meeting minutes from March 11, 2025 (Special); March 18, 2025 (Regular); April 3, 2025 (Special) and April 10, 2025 (Special). Second by Deirdre Tindall.

UNANIMOUS
Motion Passes

Expenditure Report

MOTION by Thomas Buzzi to approve the expenditure report as presented. Second by Frank Rodenberg.

UNANIMOUS
Motion Passes

Thomas Buzzi questioned Mr. Sousa where the budget projection for the end of this year stands, Mr. Sousa replied that based on the measures currently in place at the end of the budget cycle, the Board of Education should be zero.

G. New Business

Explore Reductions to Operational Costs 2026-2027 School Year

Board Member Kristin Young requested this topic be added to the agenda. She discussed capital expenditures, reducing buildings (consolidation) and regionalization. She spoke about what actions the Board of Education may take, suggesting setting a deadline. Kristin's correspondence is attached to these minutes.

The Board had a lot of discussion, several topics mentioned were the closing of Bakerville School previously voted down to be consolidated in 2015, in addition to having more children at Bakerville than downtown at New Hartford Elementary School. The sprinkler system was a major factor in the decision to close Bakerville rather than New Harford Elementary. Student enrollment is down 10 students. The Board of Education cannot make this decision themselves; there must be a collective effort done to work with the Board of Finance and Board of Selectman. Could Bakerville School potentially be a senior center? Could there be a task force to

study these topics? Timothy Klepps noted that the Board of Education has done a great job understanding where the tax dollars are being spent, he feels there may not be the cost savings within the budget in the amount that Kristin is looking for without making change. By creating a cross-functional taskforce amongst multiple Boards there is the ability to collectively determine and study consolidation the correct way, how does New Hartford continue to offer good education at a cost the town can afford. Erik Perotti feels public opinion is most important, transparency in the process is the key to success. Deirdre Tindall emphasizes her desire to move forward with the "task force" or the Board of Education will be in the same position next budget year. Some suggested having Mr. Klepps and Mr. Sousa have a conversation with other Boards about exploring creating a task force or sub-committee. Thomas Buzzi stated many taxpayers at the budget meetings were willing to pay more in taxes, rather than ideas being discussed at this meeting, such as closing a school. Frank Rodenberg feels taxpayers will vote against the budget because they feel too much has been cut from education. More communication with the public may be beneficial, especially if the topic of consolidation is going to be pursued further in detail. Deirdre Tindall feels strongly that fundraising is a must, she suggested creating a foundation. Mr. Sousa and Mr. Klepps would like to have an open conversation with the other Boards to talk about cost savings, allow them to understand the school budget in further detail and educate the Board Members what it takes to properly provide good education to the students of New Hartford.

MOTION by Kristin Young to have Timothy Klepps (Chairman) and Jeffrey Sousa (Superintendent) begin discussions with other Boards (Finance & Selectman) within the town as to whether the Board of Education should create a task force to study reducing operational costs within the school system. Second by Deirdre Tindall.

(6-1-0)

Aye: Meagan Albert; Timothy Klepps; Erik Perotti; Frank Rodenberg; Deirdre Tindall and Kristin Young
Naye: Thomas Buzzi
Abstain:

Educational Specifications for New Hartford Elementary Roof Replacement

Hibbard&Rosa Architects of Middletown has looked at the educational specifications of the overall project.

MOTION by Erik Perotti to approve the educational specifications for the roof replacement at New Hartford Elementary School, in Summer 2025 FORM SCG-1030 with the amendments as discussed. Second by Kristin Young.

The Board discussed the removal of premature language regarding consolidation. The Board felt two sentences in Number 2 "Long-Range Plan", should be removed (*Consideration of consolidation of our elementary schools is being explored. This school would remain our primary PreK -2nd grade school.*) and change Center to New Hartford Elementary in Number 7.

UNANIMOUS
Motion Passes

H. Reports

EdAdvance

Deirdre Tindall announced EdAdvance received a 1.165-million-dollar grant for electric vehicles and a $650,000 grant for CT DPH smoking and cannabis sensation training.

Additionally, EdAdvance was informed last week that a federal student mental health grant has been cancelled as of December 31, 2025, which provides social workers for 30 schools in the Northwest corner including New Hartford and Bakerville, the rational is the priorities of the program are no longer in line with the priorities of the current administration.

Superintendents in the Northwest corner are coming together supporting EdAdvance in hopes to reverse this decision.

I. Public Comment (*For Agenda Items Only*)

Catherine Hoerle – 315 East Cotton Hill Road feels there is a misunderstanding of why taxpayers are voting the budget down. She feels disheartened that the funds are in an account but are not being utilized and two positions were taken away. She suggested building a school "campus".

John Puz – 74 Troutwood Drive – Mr. Puz made some clarifying comments/questions on the budget referendum.

J. Adjournment

MOTION by Deirdre Tindall to adjourn the meeting at 8:34PM. Second by Frank Rodenberg.

UNANIMOUS
Motion Passes

Respectfully submitted by,
Elizabeth Domas, Recording Secretary

Recorded Regular and Special Board of Education meetings will be posted to:

https://www.youtube.com/channel/UCX-_ZlomWmjG81dc_QM3rfg

Attachments: *(Filed with the Town Clerk and available upon request, or see links included if available)*

What's for lunch at NHPS? Student Representative Presentation
Kristin Young Correspondence (Board of Education Member)
Educational Specifications – New Hartford Elementary School Roof Replacement
EdAdvance – March Edition

New Hartford Public Schools
Board of Education Special Meeting (Virtual Only)
5:30PM on Monday, May 19, 2025

PRESENT: Superintendent Jeffrey Sousa; Chairman Timothy Klepps and Vice Chairman Thomas Buzzi

Board Members: Penny Miller; Frank Rodenberg; Timothy Russell; Deirdre Tindall and Kristin Young

Absent: Meagan Albert and Erik Perotti

Chairman Timothy Klepps called the virtual only special meeting to order at 5:33PM.

A. Pledge of Allegiance

B. Discuss and take action on the 2025-2026 Budget

The Board of Finance met on Tuesday May 13, 2025, to discuss the result of the failed Budget Referendum that took place on Tuesday May 6, 2025. Chairman Timothy Klepps summarized key points of discussion and actions taken at this meeting. There was an immediate motion to restore $66,000 to the Board of Education and $34,000 to the Town Government, for a total of $100,000, which was voted down. There was lengthy discussion on the Board of Education non-lapsing account and general fund surplus. The Board of Finance discussed the Board of Education using an additional $66,000 from their non-lapsing account, which would leave the account at a net of approximately $100,000. Superintendent Sousa and Chairman Timothy Klepps did not support this suggestion by the Board of Finance and advised them the other Board of Education members would not be in favor. Mr. Sousa informed the Board of Finance that the Board of Education does not need the Board of Finance approval to use funding from either non-lapsing account. In discussion, another idea was to split the $66,000, $33,000 from Board of Education non-lapsing account and $33,000 from general fund surplus. Eventually, there was a motion to take $66,000 from the general fund surplus and apply this amount back into the Board of Education budget. The budget approved at this Board of Finance meeting will be the same budget sent to the next referendum, except for $66,000 being restored to the Board of Education, which will restore two positions, the *Instructional Assistant (1) and the Clerical Aide (1)* and a 0.02% increase in the overall tax increase for a clerical error in the reflection of Board of Education grant numbers being off by $6,000 in the town spreadsheet. The previous increase was 3.55% and to correct the clerical error, the overall tax increase at the next Budget Referendum is 3.57%. The Board of Finance did not restore the Town Government the $34,000. Further discussion was held on how to get more residents to vote. The budget referendum had a turnout of 474 voters, which is higher than usual around 300-350 voters.

For a breakdown of changes to the 2025-2026 Board of Education budget from the beginning (3/04/2025) to the last Board of Finance meeting (5/13/2025), please see the summary attached provided by Superintendent Jeffrey Sousa.

- The 2025-2026 proposed Board of Education budget started on March 4, 2025, at $10,705,676 at an 8.86% increase in the amount of $871,145. This was Superintendent Sousa's initial proposed budget for the Board of Education.

- The Board of Education then made reductions to the Superintendent's proposed budget on March 11, 2025, reducing the proposed budget to $10,325,026 at a 4.99% increase in the amount of $490,495. This budget was adopted by the Board of Education on March 18, 2025, which included several eliminations.

- The Board of Education motioned on Thursday April 3, 2025, to use $66,000 from the non-lapsing account and apply towards tuition which restored two staff positions, the *Instructional Assistant (1) and the Clerical Aide (1)*. There were savings from the bus contract and retirements which restored *White Memorial, Talented & Gifted Math Olympiads, 5th & 6th Grade Band and the School Counselor* in addition to the two staff positions. The budget was reduced to $10,324,676 at a 4.98% increase in the amount of $490,146.

- The Board of Finance met on Tuesday April 8, 2025, and motioned to cut $66,000 from the Board of Education budget, which the Board of Education then eliminated two staff positions, the

Instructional Assistant (1) and the Clerical Aide (1). These two positions were previously kept by the Board of Education using $66,000 from their non-lapsing account. $66,000 was still being used from the non-lapsing towards tuition as well as a $66,000 cut by the Board of Finance. The budget was then reduced to $10,258,676 at a 4.31% increase in the amount of $424,145.

- From there the adopted budget of $10,258,676 at a 4.31% increase in the amount of $424,145, went to the Town Referendum on Tuesday May 6, 2025, and ultimately failed by 14 votes.

- The Board of Finance then had a meeting on Tuesday May 13, 2025, in which they motioned to restore $66,000 to the Board of Education budget, for an approved budget of $10,324,676 at a 4.98% increase in the amount of $490,146. This change meant the Board of Education restored two staff positions, the *Instructional Assistant (1) and the Clerical Aide (1).* The $66,000 being restored will not increase the overall tax increase and will be funded from the general fund surplus. This is the budget which will be voted on at the next Town Referendum pending the Board of Education's approval tonight.

MOTION by Thomas Buzzi to rescind the 2025-2026 Board of Education previously adopted budget on April 8, 2025, at a budget of $10,258,676 at a 4.31% increase in the amount of $424,145 from Town Referendum. Second by Timothy Russell.

UNANIMOUS

MOTION by Timothy Russell to adopt a revised 2025-2026 Board of Education budget of $10,324,676 at a 4.98% increase in the amount of $490,146. Second by Kristin Young.

Aye: Thomas Buzzi, Timothy Klepps, Frank Rodenberg, Timothy Russell and Kristin Young
Naye: Penny Miller and Deirdre Tindall
Abstain:

(5-2-0)

Motion Passes

C. Adjournment

MOTION by Kristin Young to adjourn the special meeting at 6:11PM. Second by Thomas Buzzi.

UNANIMOUS

Motion Passes

Respectfully submitted by,
Elizabeth Domas, Recording Secretary

Recorded Regular and Special Board of Education meetings will be posted to:
https://www.youtube.com/channel/UCX-_ZlomWmjG81dc_QM3rfg

Attachments: *(Filed with the Town Clerk and available upon request)*

Updated Reductions Summary 05.19.25
(https://resources.finalsite.net/images/v1747746171/newhtfdorg/fqwgeo0equk8nta6encv/UpdatedReductionsSummary519251_1.pdf)

2025-2026 New Hartford BOE Adopted Budget - May 19, 2025
(https://resources.finalsite.net/images/v1747743354/newhtfdorg/lq8ix3pl7d9oy0pft1zu/25-26NHPSAdoptedBudget5192025xlsx-GoogleSheets.pdf)

Town of New Hartford Board of Education

BOE GF EXPENDITURE

Fiscal Year: 2024-2025

☐ Include pre encumbrance ☐ Print accounts with zero balance ☑ Filter Encumbrance Detail by Date Range

From Date: 5/1/2025 To Date: 5/31/2025

☐ Exclude inactive accounts with zero balance

Account Number	Description	Budget	Adjustments	GL Budget	Current	YTD	Balance	Encumbrance	Budget Bal	% Rem
100.1000.111.000.000	Staff	$2,487,243.00	$0.00	$2,487,243.00	$198,543.45	$1,988,575.64	$498,667.36	$505,840.80	($7,173.44)	-0.29%
100.1000.112.000.000	Support Saff	$125,058.00	$0.00	$125,058.00	$11,714.83	$113,178.65	$11,879.35	$15,349.18	($3,469.83)	-2.77%
100.1000.114.000.000	Substitutes	$65,360.00	$0.00	$65,360.00	$5,913.85	$53,730.10	$11,629.90	$121.15	$11,508.75	17.61%
100.1000.116.000.000	Stipends	$23,655.00	$0.00	$23,655.00	$10,137.50	$18,175.00	$5,480.00	$0.00	$5,480.00	23.17%
100.1000.313.000.000	Evaluation & Other services	$6,500.00	$0.00	$6,500.00	$0.00	$0.00	$6,500.00	$5,740.60	$759.40	11.68%
100.1000.320.000.000	Purch Services	$12,500.00	$0.00	$12,500.00	$3,677.68	$4,686.68	$7,813.32	$0.00	$7,813.32	62.51%
100.1000.431.000.000	Equip Repairs	$925.00	$0.00	$925.00	$0.00	$1,192.00	($267.00)	$0.00	($267.00)	-28.86%
100.1000.560.000.000	CREC Magnet School Tuition	$45,000.00	$0.00	$45,000.00	$0.00	$14,696.00	$30,304.00	$0.00	$30,304.00	67.34%
100.1000.591.000.000	Travel	$650.00	$0.00	$650.00	$59.51	$452.66	$197.34	$22.40	$174.94	26.91%
100.1000.616.000.000	Teaching/ Instructional Supplies	$24,400.00	$0.00	$24,400.00	$2,324.53	$20,259.01	$4,140.99	$1,825.92	$2,315.07	9.49%
100.1000.641.000.000	Material	$23,100.00	$0.00	$23,100.00	$0.00	$1,012.17	$22,087.83	$26,315.23	($4,227.40)	-18.30%
100.1000.642.000.000	Periodicals	$3,000.00	$0.00	$3,000.00	$0.00	$3,280.14	($280.14)	$0.00	($280.14)	-9.34%
100.1000.730.000.000	Equipment	$900.00	$0.00	$900.00	$0.00	$1,158.27	($258.27)	$0.00	($258.27)	-28.70%
	Func: Regular Education - 1000	$2,818,291.00	$0.00	$2,818,291.00	$232,371.35	$2,220,396.32	$597,894.68	$555,215.28	$42,679.40	1.51%
100.1200.111.000.000	Staff	$1,119,514.40	$54,000.00	$1,173,514.40	$97,858.62	$950,911.16	$222,603.24	$230,372.08	($7,768.84)	-0.66%
100.1200.112.000.000	Support Saff	$646,419.10	$0.00	$646,419.10	$60,377.61	$536,040.68	$110,378.42	$66,403.07	$43,975.35	6.80%
100.1200.114.000.000	Substitutes	$7,500.00	$0.00	$7,500.00	$1,092.50	$18,802.71	($11,302.71)	$0.00	($11,302.71)	-150.70%
100.1200.311.000.000	HOMEBOUND	$1,000.00	$0.00	$1,000.00	$0.00	$0.00	$1,000.00	$0.00	$1,000.00	100.00%
100.1200.312.000.000	Pupil Services- Therapies	$61,000.00	$0.00	$61,000.00	$21,090.00	$35,399.77	$25,600.23	$0.00	$25,600.23	41.97%
100.1200.313.000.000	Evaluation & Other services	$26,000.00	$0.00	$26,000.00	$0.00	$7,951.58	$18,048.42	$0.00	$18,048.42	69.42%
100.1200.314.000.000	Testing Supplies	$17,500.00	$0.00	$17,500.00	$0.00	$8,260.27	$9,239.73	$0.00	$9,239.73	52.80%
100.1200.324.000.000	Staff Development/ Inservice	$2,500.00	$0.00	$2,500.00	$349.00	$3,966.32	($1,466.32)	$0.00	($1,466.32)	-58.65%
100.1200.560.000.000	TUITION	$253,777.00	$0.00	$253,777.00	$39,304.78	$352,240.97	($98,463.97)	$0.00	($98,463.97)	-38.80%
100.1200.590.000.000	TRAVEL	$725.00	$0.00	$725.00	$0.00	$0.00	$725.00	$0.00	$725.00	100.00%
100.1200.616.000.000	OFFICE SUPPLIES-C	$4,550.00	$0.00	$4,550.00	$29.72	$764.81	$3,785.19	$1,582.06	$2,203.13	48.42%
100.1200.730.000.000	Equipment	$3,200.00	$0.00	$3,200.00	$70.97	$6,506.06	($3,306.06)	$0.00	($3,306.06)	-103.31%
100.1200.890.000.000	DUES & FEES	$475.00	$0.00	$475.00	$0.00	$1,013.00	($538.00)	$0.00	($538.00)	-113.26%
	Func: Special Education - 1200	$2,144,160.50	$54,000.00	$2,198,160.50	$220,173.20	$1,921,857.33	$276,303.17	$298,357.21	($22,054.04)	-1.00%
100.1300.560.000.000	ADULT EDUCATION	$7,086.00	$0.00	$7,086.00	$0.00	$7,086.00	$0.00	$0.00	$0.00	0.00%
	Func: Adult Education - 1300	$7,086.00	$0.00	$7,086.00	$0.00	$7,086.00	$0.00	$0.00	$0.00	0.00%
100.2100.112.000.000	Support Saff	$133,891.00	$0.00	$133,891.00	$12,812.02	$113,045.96	$20,845.04	$11,811.94	$9,033.10	6.75%
100.2100.114.000.000	Substitutes	$3,500.00	$0.00	$3,500.00	$160.00	$4,347.45	($847.45)	$0.00	($847.45)	-24.21%
100.2100.320.000.000	Purch Services	$3,000.00	$0.00	$3,000.00	$0.00	$3,000.00	$0.00	$0.00	$0.00	0.00%

BOE GF EXPENDITURE

From Date: 5/1/2025 To Date: 5/31/2025

Fiscal Year: 2024-2025

☐ Include pre encumbrance ☐ Print accounts with zero balance ☑ Filter Encumbrance Detail by Date Range

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Account Number	Description	Budget	Adjustments	GL Budget	Current	YTD	Balance	Encumbrance	Budget Bal	% Rem
100.2100.431.000.000	EQUIPMENT SERVICE	$155.00	$0.00	$155.00	$0.00	$255.00	($100.00)	$0.00	($100.00)	-64.52%
100.2100.616.000.000	Teaching/ Instructional Supplies	$2,500.00	$0.00	$2,500.00	$0.00	$1,060.00	$1,440.00	$150.53	$1,289.47	51.58%
100.2100.730.000.000	Equipment	$475.00	$0.00	$475.00	$0.00	$217.25	$257.75	$0.00	$257.75	54.26%
	Func: Health Services - 2100	$143,521.00	$0.00	$143,521.00	$12,972.02	$121,925.66	$21,595.34	$11,962.47	$9,632.87	6.71%
100.2200.320.000.000	Purch Services	$1,000.00	$0.00	$1,000.00	$0.00	$0.00	$1,000.00	$0.00	$1,000.00	100.00%
100.2200.324.000.000	Staff Development/ Inservice	$5,000.00	$0.00	$5,000.00	$120.27	$4,200.81	$799.19	$0.00	$799.19	15.98%
100.2200.325.000.000	Curriculum Work	$12,000.00	$0.00	$12,000.00	$561.00	$9,755.36	$2,244.64	$297.00	$1,947.64	16.23%
100.2200.593.000.000	PRINTING	$250.00	$0.00	$250.00	$0.00	$120.00	$130.00	$0.00	$130.00	52.00%
100.2200.616.000.000	Teaching/ Instructional Supplies	$4,500.00	$0.00	$4,500.00	$54.10	$3,417.05	$1,082.95	$1,143.11	($60.16)	-1.34%
100.2200.641.000.000	Material	$29,400.00	$0.00	$29,400.00	$1,595.00	$5,937.21	$23,462.79	$23,702.62	($239.83)	-0.82%
100.2200.890.000.000	DUES AND FEES	$100.00	$0.00	$100.00	$0.00	$546.00	($446.00)	$0.00	($446.00)	-446.00%
	Func: Improvements of Instruction - 2200	$52,250.00	$0.00	$52,250.00	$2,330.37	$23,976.43	$28,273.57	$25,142.73	$3,130.84	5.99%
100.2300.320.000.000	Purch Services	$3,500.00	$0.00	$3,500.00	$0.00	$739.58	$2,760.42	$0.00	$2,760.42	78.87%
100.2300.616.000.000	Teaching/ Instructional Supplies	$550.00	$0.00	$550.00	$0.00	$183.09	$366.91	$0.00	$366.91	66.71%
100.2300.641.000.000	Material	$14,325.00	$0.00	$14,325.00	$0.00	$9,956.32	$4,368.68	$764.64	$3,604.04	25.16%
100.2300.730.000.000	Equipment	$700.00	$0.00	$700.00	$0.00	$59.96	$640.04	$0.00	$640.04	91.43%
100.2300.890.000.000	DUES AND FEES	$402.00	$0.00	$402.00	$0.00	$136.00	$266.00	$0.00	$266.00	66.17%
	Func: Library Media - 2300	$19,477.00	$0.00	$19,477.00	$0.00	$11,074.95	$8,402.05	$764.64	$7,637.41	39.21%
100.2400.112.000.000	Support Saff	$72,572.00	$0.00	$72,572.00	$5,582.46	$66,989.52	$5,582.48	$5,582.48	$0.00	0.00%
100.2400.321.000.000	TECHNICAL/LICENSES-C	$41,038.00	$0.00	$41,038.00	$7,947.20	$42,298.06	($1,260.06)	$0.00	($1,260.06)	-3.07%
100.2400.324.000.000	PROFESSIONAL DEVELOPMENT	$1,500.00	$0.00	$1,500.00	$599.00	$1,706.36	($206.36)	$3,250.00	($3,456.36)	-230.42%
100.2400.407.000.000	REPAIRS/MAINTENANCE-C	$26,500.00	$0.00	$26,500.00	$843.81	$13,557.16	$12,942.84	$334.40	$12,608.44	47.58%
100.2400.616.000.000	SUPPLIES-C	$200.00	$0.00	$200.00	$0.00	$24.05	$175.95	$0.00	$175.95	87.98%
100.2400.730.000.000	EQUIPMENT-C	$8,000.00	$0.00	$8,000.00	$6,632.00	$7,499.55	$500.45	$0.00	$500.45	6.26%
100.2400.890.000.000	DUES AND FEES	$400.00	$0.00	$400.00	$0.00	$0.00	$400.00	$0.00	$400.00	100.00%
	Func: Technology - 2400	$150,210.00	$0.00	$150,210.00	$21,604.47	$132,074.70	$18,135.30	$9,166.88	$8,968.42	5.97%
100.2500.315.000.000	LEGAL	$35,000.00	$0.00	$35,000.00	$0.00	$224,836.41	($189,836.41)	$34,694.55	($224,530.96)	-641.52%
100.2500.320.000.000	SALARIES, BOARD SECRETARY	$1,875.00	$0.00	$1,875.00	$125.00	$1,750.00	$125.00	$125.00	$0.00	0.00%
100.2500.616.000.000	OFFICE SUPPLIES	$1,000.00	$0.00	$1,000.00	$0.00	$440.64	$559.36	$0.00	$559.36	55.94%
100.2500.689.000.000	HOSPITALITY	$500.00	$0.00	$500.00	$50.51	$575.91	($75.91)	$75.98	($151.89)	-30.38%
100.2500.890.000.000	DUES & FEES	$7,600.00	$0.00	$7,600.00	$5,751.00	$9,438.99	($1,838.99)	$0.00	($1,838.99)	-24.20%
	Func: Board of Education - 2500	$45,975.00	$0.00	$45,975.00	$5,926.51	$237,041.95	($191,066.95)	$34,895.53	($225,962.48)	-491.49%
100.2600.111.000.000	Staff	$185,657.00	$0.00	$185,657.00	$14,281.30	$174,125.60	$11,531.40	$14,281.40	($2,750.00)	-1.48%

BOE GF EXPENDITURE

From Date: 5/1/2025 To Date: 5/31/2025

Fiscal Year: 2024-2025

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Account Number	Description	Budget	Adjustments	GL Budget	Current	YTD	Balance	Encumbrance	Budget Bal	% Rem
100.2600.112.000.000	Support Saff	$173,916.00	$0.00	$173,916.00	$13,701.53	$159,806.02	$14,109.98	$12,750.08	$1,359.90	0.78%
100.2600.113.000.000	SALARIES, SPECIAL PROJECTS	$2,000.00	$0.00	$2,000.00	$0.00	$731.36	$1,268.64	$0.00	$1,268.64	63.43%
100.2600.320.000.000	PROF/TECH SERVICES	$16,155.00	$0.00	$16,155.00	$0.00	$14,859.39	$1,295.61	$0.00	$1,295.61	8.02%
100.2600.324.000.000	WORKSHOPS/CONFERENCES	$3,500.00	$0.00	$3,500.00	$480.00	$1,281.85	$2,218.15	$0.00	$2,218.15	63.38%
100.2600.591.000.000	TRAVEL-C	$1,000.00	$0.00	$1,000.00	$0.00	$1,020.43	($20.43)	$0.00	($20.43)	-2.04%
100.2600.616.000.000	OFFICE SUPPLIES	$3,500.00	$0.00	$3,500.00	$28.53	$1,399.44	$2,100.56	$0.00	$2,100.56	60.02%
100.2600.642.000.000	PERIODICALS	$200.00	$0.00	$200.00	$0.00	$171.60	$28.40	$0.00	$28.40	14.20%
100.2600.693.000.000	DATA PROCESSING	$2,000.00	$0.00	$2,000.00	$53.75	$431.80	$1,568.20	$184.44	$1,383.76	69.19%
100.2600.730.000.000	EQUIPMENT	$500.00	$0.00	$500.00	$55.97	$257.95	$242.05	$0.00	$242.05	48.41%
100.2600.890.000.000	DUES & FEES	$5,475.00	$0.00	$5,475.00	$0.00	$5,276.00	$199.00	$0.00	$199.00	3.63%
	Func: Central Office - 2600	$393,903.00	$0.00	$393,903.00	$28,601.08	$359,361.44	$34,541.56	$27,215.92	$7,325.64	1.86%
100.2700.111.000.000	Staff	$273,729.00	$0.00	$273,729.00	$22,748.38	$252,980.56	$20,748.44	$20,748.44	$0.00	0.00%
100.2700.112.000.000	Support Saff	$167,112.00	$0.00	$167,112.00	$13,398.92	$146,887.94	$20,224.06	$20,275.52	($51.46)	-0.03%
100.2700.114.000.000	Substitutes	$3,500.00	$0.00	$3,500.00	$871.06	$5,072.81	($1,572.81)	$230.88	($1,803.69)	-51.53%
100.2700.591.000.000	Travel	$1,125.00	$0.00	$1,125.00	$0.00	$558.11	$566.89	$0.00	$566.89	50.39%
100.2700.616.000.000	Teaching/ Instructional Supplies	$5,700.00	$0.00	$5,700.00	$109.47	$1,138.03	$4,561.97	$667.88	$3,894.09	68.32%
100.2700.730.000.000	Equipment	$5,000.00	$0.00	$5,000.00	$79.98	$1,204.78	$3,795.22	$690.38	$3,104.84	62.10%
100.2700.890.000.000	Professional Dues	$1,200.00	$0.00	$1,200.00	$0.00	$1,326.00	($126.00)	$0.00	($126.00)	-10.50%
	Func: School Offices - 2700	$457,366.00	$0.00	$457,366.00	$37,207.81	$409,168.23	$48,197.77	$42,613.10	$5,584.67	1.22%
100.2800.112.000.000	Support Saff	$284,115.00	$0.00	$284,115.00	$21,906.00	$262,278.35	$21,836.65	$20,729.60	$1,107.05	0.39%
100.2800.113.000.000	Special Projects/ Overtime	$8,500.00	$673.69	$9,173.69	$151.04	$6,086.42	$3,087.27	$0.00	$3,087.27	33.65%
100.2800.114.000.000	SALARIES, CUSTODIAN SUBSTITUTES	$2,000.00	$0.00	$2,000.00	$650.40	$4,105.65	($2,105.65)	$0.00	($2,105.65)	-105.28%
100.2800.402.000.000	Utilities	$257,300.00	$10,804.56	$268,104.56	$11,857.80	$151,530.33	$116,574.23	$1,674.48	$114,899.75	42.86%
100.2800.406.000.000	EMERGENCY REPAIRS-C	$70,000.00	$0.00	$70,000.00	$3,280.00	$43,791.11	$26,208.89	$717.23	$25,491.66	36.42%
100.2800.407.000.000	MAINTENANCE-C	$30,000.00	$2,750.00	$32,750.00	$1,055.00	$8,356.05	$24,393.95	$6,288.00	$18,105.95	55.29%
100.2800.420.000.000	Service Contracts	$68,696.00	$0.00	$68,696.00	$900.00	$46,549.00	$22,147.00	$4,145.00	$18,002.00	26.21%
100.2800.431.000.000	Equip Repairs	$4,000.00	$0.00	$4,000.00	$13.00	$1,089.65	$2,910.35	$1,486.44	$1,423.91	35.60%
100.2800.530.000.000	POSTAGE	$5,500.00	$0.00	$5,500.00	$0.00	$2,764.00	$2,736.00	$2,560.00	$176.00	3.20%
100.2800.533.000.000	ADVERTISING	$750.00	$0.00	$750.00	$0.00	$764.20	($14.20)	$0.00	($14.20)	-1.89%
100.2800.592.000.000	PROP.INS. & LIAB	$44,290.00	$0.00	$44,290.00	$0.00	$31,103.99	$13,186.01	$0.00	$13,186.01	29.77%
100.2800.616.000.000	Teaching/ Instructional Supplies	$30,000.00	$0.00	$30,000.00	$0.00	$19,111.98	$10,888.02	$0.00	$10,888.02	36.29%
100.2800.731.000.000	EQUIPMENT, LEASED-C	$42,000.00	$26.00	$42,026.00	$3,495.51	$35,400.21	$6,625.79	$0.00	$6,625.79	15.77%
	Func: Plant Operations - 2800	$847,151.00	$14,254.25	$861,405.25	$43,308.75	$612,930.94	$248,474.31	$37,600.75	$210,873.56	24.48%

BOE GF EXPENDITURE

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100.2900.510.000.000	PUPIL TRANS.	$600,336.00	$0.00	$600,336.00	$60,033.60	$480,268.80	$120,067.20	$120,067.20	$0.00	0.00%
100.2900.511.000.000	TRANS SPEC ED	$185,500.00	$0.00	$185,500.00	$7,830.03	$107,223.28	$78,276.72	$0.00	$78,276.72	42.20%
100.2900.512.000.000	FUEL	$60,000.00	$13,489.78	$73,489.78	$4,688.76	$45,824.17	$27,665.61	$2,582.38	$25,083.23	34.13%
	Func: Pupil Transportation - 2900	$845,836.00	$13,489.78	$859,325.78	$72,552.39	$633,316.25	$226,009.53	$122,649.58	$103,359.95	12.03%
100.6100.201.000.000	Medical & Dental Insurance	$1,444,441.00	$47,957.41	$1,492,398.41	$93,573.63	$1,306,766.43	$185,631.98	$0.00	$185,631.98	12.44%
100.6100.204.000.000	Life/Diability Insurance	$18,390.09	$0.00	$18,390.09	$0.00	$18,053.15	$336.94	$0.00	$336.94	1.83%
100.6100.205.000.000	Social Security	$106,734.00	$0.00	$106,734.00	$8,227.50	$84,642.54	$22,091.46	$9,528.27	$12,563.19	11.77%
100.6100.206.000.000	Medicare	$85,723.00	$0.00	$85,723.00	$6,499.93	$65,988.01	$19,734.99	$13,148.83	$6,586.16	7.68%
100.6100.209.000.000	Pension Fund	$147,516.00	$0.00	$147,516.00	$5,167.36	$153,087.27	($5,571.27)	$5,906.01	($11,477.28)	-7.78%
100.6100.211.000.000	Tax Shelter Annuities	$23,000.00	$0.00	$23,000.00	$1,478.18	$20,510.90	$2,489.10	$739.10	$1,750.00	7.61%
100.6100.214.000.000	Unemployment Compensation	$25,000.00	$0.00	$25,000.00	$0.00	$0.00	$25,000.00	$0.00	$25,000.00	100.00%
100.6100.215.000.000	Workers' Comp	$48,500.00	$0.00	$48,500.00	$0.00	$41,720.20	$6,779.80	$0.00	$6,779.80	13.98%
100.6100.216.000.000	PARTIAL TUITION REIM.	$10,000.00	$0.00	$10,000.00	$2,190.00	$7,157.50	$2,842.50	$0.00	$2,842.50	28.43%
	Func: Employee Benefits - 6100	$1,909,304.09	$47,957.41	$1,957,261.50	$117,136.60	$1,697,926.00	$259,335.50	$29,322.21	$230,013.29	11.75%
	Fund: General Fund - 100	$9,834,530.59	$129,701.44	$9,964,232.03	$794,184.55	$8,388,136.20	$1,576,095.83	$1,194,906.30	$381,189.53	3.83%
400.1200.112.000.000	Support Saff	$82,000.01	($517.00)	$81,483.01	$0.00	$46,903.43	$34,579.58	$0.00	$34,579.58	42.44%
400.1200.312.000.000	Pupil Services- Therapies	$100,860.73	$0.00	$100,860.73	($8,206.25)	$70,962.00	$29,898.73	$0.00	$29,898.73	29.64%
400.1200.616.000.000	Teaching/ Instructional Supplies	$6,218.30	$0.00	$6,218.30	$79.51	$3,480.30	$2,738.00	$0.00	$2,738.00	44.03%
	Func: Special Education - 1200	$189,079.04	($517.00)	$188,562.04	($8,126.74)	$121,345.73	$67,216.31	$0.00	$67,216.31	35.65%
	Fund: IDEA - 400	$189,079.04	($517.00)	$188,562.04	($8,126.74)	$121,345.73	$67,216.31	$0.00	$67,216.31	35.65%
410.2200.325.000.000	Curriculum Work	$49,133.00	$0.00	$49,133.00	$0.00	$1,005.25	$48,127.75	$0.00	$48,127.75	97.95%
	Func: Improvements of Instruction - 2200	$49,133.00	$0.00	$49,133.00	$0.00	$1,005.25	$48,127.75	$0.00	$48,127.75	97.95%
410.2210.325.000.000	Curriculum Work	$43,424.37	$0.00	$43,424.37	$192.20	$24,780.02	$18,644.35	$11,748.00	$6,896.35	15.88%
	Func: OLD Improvement of Instruction - 2210	$43,424.37	$0.00	$43,424.37	$192.20	$24,780.02	$18,644.35	$11,748.00	$6,896.35	15.88%
	Fund: REAP Grant - 410	$92,557.37	$0.00	$92,557.37	$192.20	$25,785.27	$66,772.10	$11,748.00	$55,024.10	59.45%
415.2210.320.000.000	ARP ESSER- small Town Right to Read - Prof. Serv.	$20,800.00	$0.00	$20,800.00	$0.00	$20,800.00	$0.00	$0.00	$0.00	0.00%
415.2210.616.000.000	ARP ESSER- small Town Right to Read - Supplies	$3,800.00	$0.00	$3,800.00	$0.00	$3,800.00	$0.00	$0.00	$0.00	0.00%
415.2210.617.000.000	ARP ESSER- small Town Right to Read 9/30/24	$35,403.50	$0.00	$35,403.50	$0.00	$34,729.33	$674.17	$0.00	$674.17	1.90%
	Func: OLD Improvement of Instruction - 2210	$60,003.50	$0.00	$60,003.50	$0.00	$59,329.33	$674.17	$0.00	$674.17	1.12%
	Fund: Esser Fund - 415	$60,003.50	$0.00	$60,003.50	$0.00	$59,329.33	$674.17	$0.00	$674.17	1.12%
419.1200.112.000.000	Behavioral Health Grant- Payroll 1/1/24	$11,241.89	($1,018.88)	$10,223.01	$0.00	$10,223.01	$0.00	$0.00	$0.00	0.00%

BOE GF EXPENDITURE

From Date: 5/1/2025 To Date: 5/31/2025

Fiscal Year: 2024-2025

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

Account Number	Description	Budget	Adjustments	GL Budget	Current	YTD	Balance	Encumbrance	Budget Bal	% Rem
419.1200.312.000.000	Behavioral Health- Non-Payroll 1/1/24	$29,727.50	$5,272.50	$35,000.00	$0.00	$35,000.00	$0.00	$0.00	$0.00	0.00%
419.1200.313.000.000	Behavioral Health- Purch. & Tech. Serv 1/1/24	$4,000.00	($4,000.00)	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	0.00%
419.1200.324.000.000	Behavioral Health- In Service 1/1/24	$753.62	($253.62)	$500.00	$0.00	$500.00	$0.00	$0.00	$0.00	0.00%
	Func: Special Education - 1200	$45,723.01	$0.00	$45,723.01	$0.00	$45,723.01	$0.00	$0.00	$0.00	0.00%
	Fund: Behavior Health Grant - 419	$45,723.01	$0.00	$45,723.01	$0.00	$45,723.01	$0.00	$0.00	$0.00	0.00%
421.1200.312.000.000	Pupil Services- Therapies	$82,760.00	$0.00	$82,760.00	$3,549.00	$30,219.00	$52,541.00	$0.00	$52,541.00	63.49%
	Func: Special Education - 1200	$82,760.00	$0.00	$82,760.00	$3,549.00	$30,219.00	$52,541.00	$0.00	$52,541.00	63.49%
	Fund: ARPA - 421	$82,760.00	$0.00	$82,760.00	$3,549.00	$30,219.00	$52,541.00	$0.00	$52,541.00	63.49%
441.1000.112.000.000	Title I-A- Salaries 6/30/24	$57,477.07	$0.00	$57,477.07	$1,872.61	$23,584.50	$33,892.57	$2,251.63	$31,640.94	55.05%
	Func: Regular Education - 1000	$57,477.07	$0.00	$57,477.07	$1,872.61	$23,584.50	$33,892.57	$2,251.63	$31,640.94	55.05%
441.2200.616.000.000	Teaching/ Instructional Supplies	$295.00	$0.00	$295.00	$0.00	$0.00	$295.00	$0.00	$295.00	100.00%
	Func: Improvements of Instruction - 2200	$295.00	$0.00	$295.00	$0.00	$0.00	$295.00	$0.00	$295.00	100.00%
441.2210.617.000.000	Title I-A- Supplies 6/30/24	$265.18	$0.00	$265.18	$0.00	$0.00	$265.18	$259.20	$5.98	2.26%
	Func: OLD Improvement of Instruction - 2210	$265.18	$0.00	$265.18	$0.00	$0.00	$265.18	$259.20	$5.98	2.26%
	Fund: Title I Part A - 441	$58,037.25	$0.00	$58,037.25	$1,872.61	$23,584.50	$34,452.75	$2,510.83	$31,941.92	55.04%
442.1000.112.000.000	Support Saff	$11,189.56	$0.00	$11,189.56	$572.29	$6,422.04	$4,767.52	$667.67	$4,099.85	36.64%
	Func: Regular Education - 1000	$11,189.56	$0.00	$11,189.56	$572.29	$6,422.04	$4,767.52	$667.67	$4,099.85	36.64%
442.2200.616.000.000	Teaching/ Instructional Supplies	$350.00	$0.00	$350.00	$0.00	$0.00	$350.00	$0.00	$350.00	100.00%
	Func: Improvements of Instruction - 2200	$350.00	$0.00	$350.00	$0.00	$0.00	$350.00	$0.00	$350.00	100.00%
442.2210.617.000.000	Tile II-A- Supplies 6/30/24	$250.00	$0.00	$250.00	$0.00	$0.00	$250.00	$228.00	$22.00	8.80%
	Func: OLD Improvement of Instruction - 2210	$250.00	$0.00	$250.00	$0.00	$0.00	$250.00	$228.00	$22.00	8.80%
	Fund: Title II Part A - 442	$11,789.56	$0.00	$11,789.56	$572.29	$6,422.04	$5,367.52	$895.67	$4,471.85	37.93%
443.2200.616.000.000	Teaching/ Instructional Supplies	$0.00	$870.86	$870.86	$0.00	$0.00	$870.86	$870.86	$0.00	0.00%
	Func: Improvements of Instruction - 2200	$0.00	$870.86	$870.86	$0.00	$0.00	$870.86	$870.86	$0.00	0.00%
	Fund: Title III - 443	$0.00	$870.86	$870.86	$0.00	$0.00	$870.86	$870.86	$0.00	0.00%
444.2200.324.000.000	Staff Development/ Inservice	$4,000.00	$0.00	$4,000.00	$0.00	$0.00	$4,000.00	$0.00	$4,000.00	100.00%
444.2200.325.000.000	Curriculum Work	$1,000.00	$0.00	$1,000.00	$0.00	$0.00	$1,000.00	$0.00	$1,000.00	100.00%
444.2200.617.000.000	Curriculum Material	$5,000.00	$0.00	$5,000.00	$0.00	$0.00	$5,000.00	$1,514.55	$3,485.45	69.71%
	Func: Improvements of Instruction - 2200	$10,000.00	$0.00	$10,000.00	$0.00	$0.00	$10,000.00	$1,514.55	$8,485.45	84.85%

BOE GF EXPENDITURE

From Date: 5/1/2025 To Date: 5/31/2025

Fiscal Year: 2024-2025

☐ Include pre encumbrance ☐ Print accounts with zero balance ☑ Filter Encumbrance Detail by Date Range

☐ Exclude inactive accounts with zero balance

Account Number	Description	Budget	Adjustments	GL Budget	Current	YTD	Balance	Encumbrance	Budget Bal	% Rem
444.2210.324.000.000	Staff Development/ Inservice	$3,500.00	($2,500.00)	$1,000.00	$940.00	$940.00	$60.00	$0.00	$60.00	6.00%
444.2210.325.000.000	Curriculum Work	$1,000.00	($1,000.00)	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	0.00%
444.2210.617.000.000	Curriculum Material	$4,000.00	$3,500.00	$7,500.00	$1,396.55	$2,396.55	$5,103.45	$5,103.45	$0.00	0.00%
	Func: OLD Improvement of Instruction - 2210	$8,500.00	$0.00	$8,500.00	$2,336.55	$3,336.55	$5,163.45	$5,103.45	$60.00	0.71%
	Fund: TITLE IV - 444	$18,500.00	$0.00	$18,500.00	$2,336.55	$3,336.55	$15,163.45	$6,618.00	$8,545.45	46.19%
450.1200.560.000.000	Tuition	$113,196.00	($6,895.00)	$106,301.00	$0.00	$106,301.00	$0.00	$0.00	$0.00	0.00%
	Func: Special Education - 1200	$113,196.00	($6,895.00)	$106,301.00	$0.00	$106,301.00	$0.00	$0.00	$0.00	0.00%
	Fund: Excess Cost - 450	$113,196.00	($6,895.00)	$106,301.00	$0.00	$106,301.00	$0.00	$0.00	$0.00	0.00%
Grand Total:		**$10,506,176.32**	**$123,160.30**	**$10,629,336.62**	**$794,580.46**	**$8,810,182.63**	**$1,819,153.99**	**$1,217,549.66**	**$601,604.33**	**5.66%**

End of Report

NEW HARTFORD PUBLIC SCHOOLS
JOB DESCRIPTION – DATA SYSTEMS SPECIALIST

POSITION TITLE: Data Systems Specialist for New Hartford Public Schools
REPORTS TO: Superintendent (or designee)

JOB DESCRIPTION: Manages, inputs, and assembles student information through the use of data systems and programs. Provides instruction and directs staff in the use of data applications such as PowerSchool. Facilitates the connections between Student Information Systems and third-party vendors, including the rostering processes. Provides data mining services and analysis as requested.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

- Assume the lead role as SIS Data Systems Specialist relative to managing district data warehouses including the collection and maintenance of accurate educational data.
- Applies effective database management practices and ensures system security, data integrity and quality control procedures.
- Support administration in the collection, reporting, and maintenance of all student educational data and records inclusive of state and local assessment programs.
- Manage and complete state reporting of school district data (PSIS, ED166, TCS, CRDC, etc.) in accordance with internal and state deadlines. Keep data systems current for changing reporting needs.
- Data validation using reporting tools and best practices and put in action corrective measures to ensure accurate and timely data entry.
- Manage district level functions for and/or with schools on client-hosted PowerSchool in collaboration with the IT department.
- Act as a liaison with third party software, leveraging PowerSchool for sync and Single Sign On (SSO) for staff and students. Act as Student Data Security Manager within New Hartford Public Schools and the Connecticut State Department of Education. (LEA Security Manager, CT Privacy Officer, PSIS Coordinator, LEA Security Manager)
- Act as the liaison (LEA Security Manager) between the School District and the Connecticut State Department of Education to manage users and their roles for Portal Applications.
- Act as liaison (Directory Manager) between School District and the Connecticut State Department of Education to manage the assignment of access rights, permissions and overall security of the district's content and data as deemed necessary by Administration.
- Act as the liaison (CT Privacy Officer) between the School District and the Connecticut State Department of Education to maintain compliance with the Connecticut Student Data Privacy Act PA 16-189.
- Act as liaison (PSIS Coordinator) between School District and the Connecticut State Department of Education in regards to state reports requirements. Support the mandatory user requirements for the reporting of local, State and Federal student data. Manage the generation and upload of state reports.
- Perform SIS roll ups, de-registrations, downloads to other information systems/data drops.
- Support administration in the development and maintenance of form letters, progress reports, attendance, transcripts and other standardized practices for the organization of education records.

- Integrate multiple data sources and student information from all systems to communicate relevant information to inform and support administrators.
- Develop and communicate processes for administrators, end users, students and families.
- Build the annual master schedule utilizing PowerScheduler at the direction of administrators.
- Manage, coordinate, and train on yearly processes as appropriate to appropriate staff (e.g. setup of new school year, roll over, close out school year, master schedule, progress reports, transcripts, etc.)
- Create various reports as requested by administration and school district staff.
- Maintain and enhance the school district website.
- Other responsibilities as assigned by the Superintendent or designee.
- Read, analyze, and interpret common scientific and technical journals, financial reports, and legal documents.
- Ability to effectively present information to administrators, community groups and Board of Education.
- Build standards in PowerSchool and prepare custom report cards accordingly using PowerSchool compatible software.
- Maintain inventory of iPads. Configure application settings for classroom or individual needs and distribute iPads when needed. Screen and verify student data privacy policy prior to use of applications.
- Monitor help desk at all times for staff requests ensuring swift resolution to software problems, licensing requirements and password resets. Answering questions for students with software application problems, and families when requested.
- Adjust website, calendar, school day settings in PowerSchool and attendance records for school cancellation days.
- Build school year in PowerSchool including teacher sections and class registrations and adjust when needed throughout the year.
- Support Central Office Admin Assistant in updating state website PSIS registration of new students and transfers.
- Build and maintain electronic forms for district use. (Registration, Transportation, Staff Use, et.)

Personal Development

- Attend workshops, when appropriate, to expand knowledge, skills, and abilities.
- Contribute to creating a positive working environment.
- Assist others with their assignments, providing support and developing skills, abilities, and knowledge as needed.
- Demonstrate a high degree of professional growth, flexibility, initiative, and responsibility.
- Accept and adjust to change smoothly and positively.

Initiative

- Regularly contribute to maximizing the effectiveness and efficiency of district operations.
- Consistently evaluate current methods, programs, and procedures, and implement new or modified procedures when necessary.
- Demonstrate a proactive approach to problem solving.
- Display a strong sense of task ownership.

Reliability

- Maintain responsible, and effective performance and attendance.

Other Related Responsibilities

- Travel throughout the district as required.
- Perform other duties as assigned by the Superintendent of Schools (or designee)..

QUALIFICATION REQUIREMENTS: Must be knowledgeable and have hands-on experience with database operations and ideally PowerSchool (SQL reports, etc). Must have the ability to set and meet deadlines, advanced computer skills and ability to work well with others. Willingness to learn and remain informed about developments in technology and administrative/curriculum applications.

EDUCATION and/or EXPERIENCE: Experience in an educational setting, training and/or professional development experience preferred. Ability to write and communicate steps/processes using effective digital tools.

CERTIFICATION: Not required.

PHYSICAL DEMANDS: The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this position, the employee is regularly required to sit and talk or hear. The employee frequently is required to walk. The employee is occasionally required to stand and reach with hands and arms. Specific vision abilities required by the job include close vision, distance vision. Some driving is necessary. Often and essential to this position, the individual must meet deadlines with severe time constraints. The position requires the employee to interact with the public and other workers; work irregular or extended hours; direct responsibility for the safety, well-being or work output of other people; and meet multiple demands from several people. Consistent attendance is essential to this position.

WORK ENVIRONMENT: The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this school-based job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. The noise level in the work environment can be moderate. Work location is an office with occasions that require time in classrooms. Position usually demands meeting deadlines with time constraints. The employee continuously interacts with staff and occasionally meets multiple demands from several people.

The information contained in this job description is for compliance with the American with Disabilities Act (A.D.A.) and is not an exhaustive list of the duties performed for this position. Additional duties may be assigned. *The New Hartford Board of Education does not discriminate in any employment practice, education program, or educational activity on the basis of race, color, religious creed, sex, age, national origin, ancestry, marital status, sexual orientation, gender identity or expression, disability (including, but not limited to, intellectual disability, past or present history of mental disorder, physical disability or learning disability), genetic information, or any other basis prohibited by Connecticut state and/or federal nondiscrimination laws.*

Approved by the BOE:

New Hartford Public Schools
Job Description
Information Technology Director

Job Goal: To act as the District's Information Technology Director. Maintaining, troubleshooting and upgrading computer hardware, software, network hardware, servers, and peripheral equipment as needed. Make hardware and non-educational software acquisitions. Create and maintain technical documentation. Provide technical support and assistance to district staff. Perform related work as required. Supervise the position of SIS Data Systems Specialist. Ensure data privacy and cybersecurity compliance. Contribute to the strategic planning and vision of the district's technology initiatives.

Qualifications

Education/Experience:

- Minimum of a high school diploma or equivalent required, (Associates Degree/4 years technical support experience and technical certification is desired.)
- Extensive knowledge of desktop and server operating systems, including Microsoft Windows, Apple OSX, ChromeOS, and Linux.
- Understanding of standard Internet, and network protocols, and virtualization technologies. A working knowledge of Proxmox VE.
- Experience and proficiency in technical troubleshooting methodology.
- Experience managing and securing wireless networks.
- Experience administering Google Workspace, Clever, and Jumpcloud
- Must have or be able to quickly acquire knowledge of the school district structure (mission, goals and objectives), policies and procedures.
- Ability to handle multiple interruptions and make priority adjustments throughout the day.
- Ability to work within a team setting, communicate effectively with diverse individuals, and to handle calmly and efficiently situations ranging from routine to emergency.
- Willingness to learn new things and eagerness to acquire new skills.
- Such alternatives to the above qualifications as the New Hartford Public Schools may find appropriate and acceptable.
- Familiarity with state and federal data privacy laws, including FERPA, COPPA, and CIPA.
- Experience with cloud-based services and platforms (e.g., Azure, AWS, Google Cloud).
- Strong project management skills and the ability to lead cross-functional teams.
- Experience in an educational setting strongly preferred.
- Demonstrated ability to assess emerging technologies for potential district use.

Responsibilities and Duties:

- Install, configure, troubleshoot, repair, and upgrade computer hardware, operating systems, software, network infrastructure and other peripherals as needed.
- Maintain accurate technology infrastructure diagrams, and technical documentation, as well as an accurate technology asset database.
- Maintain a district technology disaster recovery plan.

- Prepare and manage technology related budget line items.
- Participate in ongoing professional development opportunities in order to maintain appropriate technology skills necessary to assist staff in the use of technology equipment in a school district.
- Communicate technology issues and status as needed to the Superintendent, building Principals, and staff.
- Develop, document, and implement plans, policies, and procedures for hardware and software installations and operation.
- Develop cost-effective solutions that meet operational requirements
- Provide analysis support for long-range planning.
- Analyze, interpret, summarize, and report research findings as it relates to infrastructure, software, hardware, telecommunications, and long range planning.
- Manage, and make recommendations and decisions for technology related projects, budgets, and expenditures.
- Supervise and evaluate the SIS Systems Data Specialist.
- Manage and maintain the district, building access control, lock-down alerting, and camera monitoring systems.
- Manage and maintain the district Google Workspace domain.
- Manage and maintain the district Identity management platform, Jumpcloud.
- Develop and enforce cybersecurity protocols and ensure compliance with applicable laws and best practices.
- Coordinate with external vendors and service providers to support district technology initiatives.
- Monitor and manage network security, including firewalls, endpoint protection, and intrusion detection/prevention systems.
- Support instructional technology initiatives by collaborating with educators and instructional leaders to align IT infrastructure with learning goals.
- Coordinate and lead the Technology Committee or similar district-wide planning groups, if applicable.
- Develop technology onboarding and training plans for new staff.

Physical Requirements: Ability to move throughout district buildings and grounds. Ability to lift, carry and move equipment and supplies weighing up to 40 pounds. Ability to perform work in both office and non-office environments (classrooms, data closets, etc.) Ability to sit for extended periods throughout the day. Ability to stand for extended periods throughout the day.

Terms of Employment: Twelve-month year-salary as established by the policies of the New Hartford Board of Education.

Evaluation: Performance will be evaluated annually or more often if needed by the Superintendent.

The information contained in this job description is for compliance with the American with Disabilities Act

(A.D.A.) and is not an exhaustive list of the duties performed for this position. Additional duties may be assigned.

The New Hartford Board of Education does not discriminate in any employment practice, education program, or educational activity on the basis of race, color, religious creed, sex, age, national origin, ancestry, marital status, sexual orientation, gender identity or expression, disability (including, but not limited to, intellectual disability, past or present history of mental disorder, physical disability or learning disability), genetic information, or any other basis prohibited by Connecticut state and/or federal nondiscrimination laws.

Approved by the BOE:

New Hartford Public Schools
Job Description
Manager of Human Resources and Finances

Job Goal: The Manager of Human Resources and Finances is a member of the Central Office team and works with the Superintendent of Schools to plan, direct, organize, coordinate and manage a broad range of human resources, financial and business management services for the New Hartford Public Schools.

Qualifications: Work requires communication, analytical, and organization skills generally acquired through completion of a bachelor's degree program. This work requires knowledge of multiple personnel contracts, benefits, changes in legislation, etc. in addition to business, administrative, or information systems experience to acquire competence in applying general accounting and budgeting principles and coordinating pertinent school district financial functions.

- Must have or be able to quickly acquire knowledge of the school system structure (mission goals and objectives), policies and procedures.
- Must have experience demonstrating the ability to deal with diverse situations and diversity of people.
- Must be proficient in a Windows and Google environment, including word processing, spreadsheet, and database software. Desktop publishing considered a plus.
- Must type with accuracy in a setting with many interruptions.
- Must be able to learn quickly to use the software programs of the Central Office.
- Must have a sound knowledge and ability in business correspondence and an ability to proofread for grammar, spelling and punctuation with a high degree of accuracy.
- Ability to maintain strict confidentiality in regard to work performed, especially pertaining to all personnel matters.
- Ability to handle multiple interruptions and adjustments to priorities throughout the day.
- Ability to deal diplomatically with all constituents and to handle calmly and efficiently situations ranging from routine to emergency.
- Excellent memory and organizational ability, in order to set priorities, organize workload, handle multiple responsibilities and meet deadlines.
- Ability to speak effectively in public and to compose concisely and clearly.
- Ability to work within a team setting with multiple contributors on projects.
- Ability to multi-task projects, people and events to complete assigned projects.
- Willingness to learn new things and eagerness to acquire new skills. Such alternatives to the above qualifications as the New Hartford Public Schools may find appropriate and acceptable.
- Receive direction from the Superintendent as needed and perform additional duties at the Superintendent's discretion.

Responsibilities and Duties:

PAYROLL

- Review, enter and process bi weekly payroll and deductions, 100-125 employees in accordance to individual and union contracts.
- Review and verify PTO.
- Responsible for accurately and timely processing all deduction payments (Dues, taxes, retirement, insurances etc.)
- Report any discrepancies to the Superintendent of Schools.

ACCOUNTING AND REPORTING

- Plan, develop, organize, implement, direct and evaluate the District's fiscal function and performance.
- Supervise the preparation of all claims for reimbursement from local, state and federal agencies as they apply to areas of responsibility.
- Direct and implement an effective system of internal financial controls.

- Oversee the maintenance of finance and business records, reports and district files as determined by district policies and state laws.
- Ensure district compliance with pertinent state and federal regulatory programs (i.e. FMLA, ADA).
- Prepare annual assessment levels.
- Optimize the handling of bank and deposit relationships.
- Review Business Office performance with respect to overall financial condition.
- Ensure that accounting procedures meet state requirements and direct the administration of all accounting records.
- Payment of bills and other accounts payable; the preparation of payrolls; the receiving and custodianship of cash receipts; and the preparation of all financial reports.
- Prepare monthly financial reports for all program administrators and the Board, and highlight any permanent variances in revenues or expenditures.
- Investigate pertinent areas of operation through appropriate use of the internal audit process.
- Coordinate the submission of claims for Free and Reduced Lunch and Breakfast Program, Gifted Education, Bilingual Education, Special Education, and other state and federal categorical programs.
- Arrange and coordinate the preparation of the annual financial audit and any internal audit assignments requested by the Superintendent or the Board.
- Implement audit recommendations on a timely basis.
- Work closely and cooperatively with State and/or independent auditors, notify local media of completed audits and make audit report available to the public.
- Establish and supervise a program of accounting and reporting for the financial affairs of the District.
- Establish controls for transfer of budgeted funds, as necessary.
- Prepare financial reports as required by state and federal agencies.
- Prepare appropriate financial reports to record data and provide information for management decisions.
- Maintain liaison with the school's legal counsel and other local government officials.
- Complete, monitor, and report the activities applicable to state and federal funded activities.
- Monitor a district-wide plan for the management of student activity and school-based internal funds.

FINANCIAL PLANNING AND BUDGETING

- Assist in planning, coordinating, and directing the budget development and budget administration process.
- Continually improve the budgeting process through education of building and district management on financial issues impacting budgets.
- Prepare enrollment projections, long-range plans, and projections pertinent to the financial needs of the district.
- Assist building principals in developing building-based budgets and provide regular counsel on fiscal and operational areas.
- Explore feasibility of using long-term funding for special projects, monitor bonded indebtedness, and counsel the Superintendent and Board on referenda possibilities.
- Prepare and submit the annual school budget and the audited annual financial report in compliance with the state requirements.
- Prepare multi-year projections of revenues and expenditures.
- Utilize site and program-based budgeting procedures in preparing the district budget.
- Coordinate any additional analyses required to understand the budget proposal for action by the Board.
- Submit periodic statements to the Board detailing the status of the budget appropriation.

ADMINISTERING PERSONNEL FUNCTIONS

- Supervise and evaluate Bookkeeper

- Plan for continual improvement of the efficiency and the effectiveness of employees as well as provide individuals with professional and personal growth.
- Ensure that payroll checks are issued to all district employees on a timely basis.
- Make timely payments of employee withholdings to appropriate government and retirement systems.
- Monitor compliance with 403(b) rules.
- Submit required state and federal payments and reports.
- Periodically gather market data on prevailing salaries and wages of school district employees.
- Provide necessary research for successful rate and salary administration.
- Plan and coordinate the development of statistical, financial and management information related to employee relations.
- Supervise the administration of the district's retirement system.
- Responsible for personnel and human resource operations, insurance and medical benefits.
- Verify employee services and prepare special reports required for income tax, social security and other special withholdings.
- Prepare pertinent fiscal data for negotiations, including data relevant to benefit programs.
- Oversee the selection and revision of employee health insurance programs.
- Oversee the day-to-day operations of the district finances and business operations.
- Make salary recommendations for budget purposes for assigned staff.
- Evaluate and make employment decisions and recommendations to the Superintendent of Schools.
- Establish procedures for record keeping and maintaining all records that audit and legal requirements demand.
- Establish standard operating procedure manuals for the deployment of efficient work processes, effective workflow and minimal paper processing.
- Develop a comprehensive plan for the operation of the total school business services program.
- Delegate the authority necessary to accomplish department functions.
- Implement and observe all Board business policies for the District.
- Develop and operate a management control system that monitors department activities.

GRANT REPORTING

- Oversee implementation of all grants from a financial perspective.
- Ensure the timely completion and submission of State reports such as the EFS and other required reports.
- Assist/reconcile grant management.

INSURANCE

- Manage the district insurance programs for property, casualty, liability, transportation, health, dental, life, and workers' compensation.
- Provide resources to answer staff's questions regarding insurance.
- Ensure the timely submission of required reports related to insurances.

COLLECTIVE BARGAINING

- Participate in collective bargaining sessions and provide necessary financial information.
- Stay current on trends in collective bargaining.
- Maintain contract records.

ADDITIONAL GENERAL ADMINISTRATION

- Operate as administrator of Tyler School ERP Pro software

- Operate within the policies of and implement regulations developed by the district.
- Establish annual personal and professional development goals focused upon effective leadership characteristics, specific job performance target areas
- Participate in workshops, conferences, and/or other activities designed to maintain knowledge and skills regarding educational management, employee supervision and other matters pertaining to effective management.
- Participate in local, regional, state and national professional/educational organizations to stay abreast of school finance and related issues.
- Develop policies relating to financial management.
- Comply with legitimate FOI requests.
- Act as advisor to the Superintendent concerning financial affairs and matters of general importance to the educational program.
- Provide necessary business services in cooperation with the instructional activities of the school district.
- Participate in the decision-making and policy development processes within the system.
- Participate constructively in professional meetings with administrative staff and colleagues.
- Regularly confer with building principals and administrators regarding problems/solutions related to district operations.
- Perform additional duties and responsibilities as assigned by the Superintendent of Schools.

PHYSICAL REQUIREMENTS

- Ability to sit at a work station and in meetings for extended periods.
- Ability to stand at various times throughout the day.
- Occasional ability to lift, carry and move parcels weighing up to 25 lbs.

TERMS OF EMPLOYMENT

Twelve month position-40 hours per week- salary established by contract.

EVALUATION: Performance will be evaluated by the Superintendent, annually or more often if needed.

The information contained in this job description is for compliance with the American with Disabilities Act (A.D.A.) and is not an exhaustive list of the duties performed for this position. Additional duties may be assigned.

The New Hartford Board of Education does not discriminate in any employment practice, education program, or educational activity on the basis of race, color, religious creed, sex, age, national origin, ancestry, marital status, sexual orientation, gender identity or expression, disability (including, but not limited to, intellectual disability, past or present history of mental disorder, physical disability or learning disability), genetic information, or any other basis prohibited by Connecticut state and/or federal nondiscrimination laws.

Approved by the BOE:

New Hartford Public Schools
Job Description
Executive Assistant to the Superintendent

Job Goal The Executive Assistant to the Superintendent provides high-level administrative support to the Superintendent and serves as a key liaison between the Superintendent's office, the Board of Education, district leadership, and the community. This role requires discretion, initiative, strong communication skills, and a commitment to confidentiality and professionalism.

Qualifications

Education/Experience:

- Experience working as an Executive Assistant in a fast paced office setting.
- High school diploma or equivalent required; Associate's or Bachelor's degree preferred.
- Minimum of 5 years of experience in an administrative support role, with at least 2 years supporting an executive-level leader (preferably in a school district or public agency).
- Must have or be able to quickly acquire knowledge of the school system structure (mission, goals and objectives), policies and procedures.
- Must have experience demonstrating the ability to handle diverse situations and diversity of people.
- Must have office management experience.
- Must be proficient in a Google Suite and Windows environment, including word processing, spreadsheet, database software of the central office. Desktop publishing is considered a plus.
- Must type a minimum of 60 words per minute with accuracy in a setting with many interruptions and transcribe from dictation equipment, handwritten drafts or verbal dictation. Shorthand skills are considered a plus.
- Must have a sound knowledge and ability in business correspondence and an ability to proofread for grammar, spelling and punctuation with a high degree of accuracy.
- Ability to maintain strict confidentiality in regard to work performed.
- Ability to handle multiple interruptions and adjustments to priorities throughout the day.
- Ability to deal diplomatically with all constituents and to handle calmly and efficiently situations ranging from routine to emergency.
- Excellent memory and organizational ability, in order to set priorities, organize workload, handle multiple responsibilities and meet deadlines.
- Ability to speak effectively in public and to compose concisely and clearly.
- Ability to work within a team setting with multiple contributors on projects.
- Ability to multi-task projects, people and events to get the job done.
- Willingness to learn new things and eagerness to acquire new skills.
- Positive attitude that contributes to the positive climate of the office and school district.
- Such alternatives to the above qualifications as the New Hartford Public Schools may find appropriate and acceptable.

Responsibilities and Duties:

- **Administrative Support:** Manage the Superintendent's calendar, schedule appointments, coordinate meetings, and ensure timely preparation of materials. Assist in building agendas for meetings and organize supporting documents for said meetings. Initiate correspondence on a variety of matters requiring an in-depth understanding of educational programs, as well as school system policies and procedures.
- **Board of Education Coordination:** Prepare agendas, collect and distribute materials, record and maintain official minutes, and ensure compliance with legal posting requirements.

- **Communication Management:** Serve as the primary point of contact for the Superintendent with internal and external stakeholders with excellent written and verbal communication skills. Respond to public inquiries via email, telephone and in person with visitors to the executive office. Provide information and assistance to the public in a courteous manner and with sensitivity. Resolve complaints within the scope of information and authority and refer to others, as appropriate. Ability to handle confidential information with discretion. Demonstrate professional demeanor, tact, and diplomacy in dealing with sensitive situations.
- **Document Preparation:** Prepare, proofread, and edit correspondence, reports, presentations, and other communications on behalf of the Superintendent. Create, format, produce and edit correspondence and other written materials for internal use of the school system. Design specific public documents including the annual report of the school system, the system's school calendar, brochures and flyers on programs, and specific reports at the request of the Board members and the Superintendent.
- **Record Maintenance:** Organize and maintain confidential files and records, including personnel, legal, and Board documents.
- **Event Coordination:** Facilitate communication between the Superintendent's office and district departments, schools, parents, and community organizations.
- **Project Management:** Monitor and track deadlines, commitments, and follow-up items to ensure timely responses and completion. Ability to work independently, prioritize tasks, and manage multiple responsibilities under pressure.
- **Travel and Expense Management:** Handle travel arrangements, reimbursements, and expense tracking for the Superintendent and, when needed, Board members.
- **Special Projects:** Support special projects and perform other duties as assigned by the Superintendent.

Other Specific Job Duties: (Duties listed are not intended to be all inclusive nor to limit duties that might reasonably be assigned):

- Possess an understanding of the public school employer's posture in the collective negotiation process (confidential employee). Strong organizational and time management abilities with attention to detail. Familiarity with public education systems, Board governance procedures, and relevant state/federal regulations.
- Register new students into PowerSchool and PSIS.
- Process conference registration for various staff members.
- Inventory and order office supplies.
- Coordinate various district activities/events such as recognition dinners, staff training, BOE retreat, etc.
- Maintain and update district wide staff list.
- Maintain and update various contact lists.
- Process requests for flyer distribution approval.
- Complete necessary report filings for State and Federal agencies.
- Maintain district website.
- Coordinate E-Rate filing and reimbursement process.
- Operate office equipment including copiers, facsimile machines, computers and scanners; input and retrieve data and text; organize and maintain document filing.

Communications:

- Coordinate mail distribution throughout the district.
- Process telephone messages.
- Post all Board of Education meetings and minutes.
- Coordinate with the Board's recording secretary the distribution of minutes and other Board material.

State of Connecticut Department of Education Reports: (Compose and file the following state reports in a timely manner under the direct supervision of the Superintendent of Schools.)

- ED162 (Non-certified staff file) – November

- EDS (Certified Staff File) – ongoing
- ED 165 (Connecticut School Data Report)
- ED236 (Immigrant Children and Youth Education Survey) – Due at the beginning of December
- ED050 – (School Facilities Survey) - Coordinate with school principals
- ED001 – This report is completed by a consultant. Administrative Assistant coordinates work and distribution to State and auditor
- PSIS Report (Public School Information System) – Pre registration of students and data submission
- ED166 (School Discipline Report) – Submitted at the end of the school year
- ED141 (Pre Payment Grant Statement of Expenditures) – Work with Fiscal Service Assistant.
- ED 003 (Teacher/Administrator Negotiation Survey) - February
- Building Projects Reimbursement Reports – (ongoing)
- HFC - (Healthy Food Certification) - May
- Profile and Performance Report (PPR) Narratives - May

Physical Requirements: Ability to move throughout district buildings and grounds. Ability to lift, carry and move equipment and supplies weighing up to 25 pounds. Ability to perform work in both office and non-office environments. Ability to sit at a workstation or in meetings for extended periods throughout the day. Ability to stand for extended periods throughout the day.

Terms of Employment: Twelve-month position, salary as established by the policies of the New Hartford Board of Education. Office environment within a central administration building. May be required to attend evening or early morning meetings (e.g., Board of Education). Occasional travel within the district or for professional development. Work Year: 12 months.

Evaluation: Performance will be evaluated annually or more often if needed by the Superintendent of Schools.

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Approved by the BOE:

New Hartford Board of Education
Description of Duties

Duties	Details
Website	Maintain and update District website. Post pertinent information such as budget, employee contracts, BOE and subcommittee minutes, agendas, schedules, Policies, job openings and applications, many forms, district calendar, biographies, press releases.
Public School Information System (PSIS)	Used to track student enrollment. Enroll/Exit regular education and Special Education Students. NEXUS Information is used for federal and state grants. Data is collected and uploaded in October, June, July, August. System is maintained daily. Ensure upon submitting Collections that all errors are corrected and review Data Analysis and Exceptions reports which must be done for Collections to be certified.
PowerSchool	Used for Staff Maintenance, Power Announcer, Power Lunch, Student Information, Special Education Information. Information from PowerSchool is uploaded to the state for a variety of state reports, therefore information must be accurate and up to date. Register new students.
Copiers, Postage Meters	Go out to bid for copiers and postage meters to ensure best product and best price. Meeting with prospective company to review contract and prepare paperwork for Superintendent's signature.
UST	Underground Storage Tanks, maintain the underground storage tank filings with DEEP. Requires annual information regarding tank conditions and acquiring yearly renewals.
Teachers Tuition Fund	Maintain and track teachers attending college for reimbursement from the $10,000 for teacher's educational account. Verify that payments were made from the employee and ensure that minimum grades were maintained and process for payment.
ED 165 Connecticut School Data Report	Used to collect a wide variety of data elements on the school level for state and federal reporting. Some of that data includes: instructional time, class sizes, pre-k experience, technological resources, staff attendance, student promotion, and physical fitness testing.
ED 162 Non-Certified Staff	Collect information for all non-certified staff. The ED 162 collects para-professional data in nine instructional and eleven non-instruction categories. This includes regular non-certified staff as well as contracted food service and transportation staff who provide services to our district. Data is then used for federal and state grants.
ED 163 Certified Staff	Used to collect data for individual occupying a role for which Connecticut certification is required. All staff in positions that require certification must be reported regardless

	if they hold an active Connecticut certification endorsement in that area. Track salaries, certification compliance, TEAM participation for new staff, staff on leave, FTE and long-term substitutes, tracks school psychologists' time between regular and special education. This database is constantly monitored to reflect all changes that happen during the year such as degrees held, assignment changes, grade level changes, building assignment changes, and leaves. Maintaining accurate records is critical for the Highly Qualified Teacher Analysis which is still required by the federal government and in the Teacher Evaluation systems.
Student Activity Account	Maintain the three schools' finances relative to their Student Activity Accounts. Prepare checks ensuring that requests for payment have the principal's authority. Process deposits in a timely manner. Balance checkbook with bank statements.
Teacher Certification	Monitor all teacher certifications for expiration. Track and send out letters to teachers whose certification is expiring in the EDS. This allows NHPS to be 100% compliant.
BOE Budget	Assist the Superintendent with budget preparation. Prepare various spreadsheets, PowerPoint diagrams/charts. Revise Budget Narratives as appropriate. Input all numbers into the budget. Send out appropriate copies/send to Town Clerk for posting.
Job Vacancies	Post job opening on CTREAP, District Website, and internally to all NHPS staff. Send out postcard notifications for every application received. Review applications to ensure that required information is provided. Applications are then forwarded to the appropriate Administrator for further action along with checklist. Selected candidates meet with Superintendent for final approval and a letter is sent with letter and employment package forms. New hire is then entered in PowerSchool and the Certified Staff File (ED 163). Ensure new hires complete all required forms and training for Mandated Reporter and Sexual Harassment. Ensure new hires are fingerprinted, complete a DCF form, and have a physical examination.
Residency	Verify residency after being notified by secretaries, communicate this to the Superintendent and follow up with letters. Keep track of timelines.
ED 050 School Facilities Survey	This lengthy and detailed survey relates to the physical condition of a school building facility. It is sent to the building principals and the Superintendent for completion and information is then entered in the state reporting website. This report is done annually.
Profile and Performance Report	Input for this report, provides detailed information about each school including enrollment, absenteeism, suspensions, expenditures, academic performance, etc.
BOE	I post meeting agendas and minutes to the Town clerk and post on the district website, prepare BOE packages for distribution to members and the public. Ensure that there are copies of material for the public, order new name plates, prepare bios for the paper

	and website. Arrange for training if needed. Prepare press releases New Board Members, etc. Send updated copies of policies to each school. Review BOE Minutes prior to posting.
CABE Policy	Attend Policy Subcommittee Meetings, make changes to policies being discussed, submit these changes to CABE, ensure that new Policy is uploaded onto our CABE Policy website, and hard copies are distributed to schools to update in their books.
New Hires/Substitutes /Volunteers	Post notification of available position on our district website. Arrange for interviews with Administrators, send out new hire information and forms, process fingerprinting/DCF Forms. Track required paperwork to ensure all necessary forms are completed and returned. Arrange for fingerprinting for new hires/subs/mentors/ interns, and volunteers. Maintain Database of. Group I, Group II Volunteers. Verify status of Volunteers with State of Connecticut Sex Offender Registry.
Professional Development/Training Course Reimbursement	Arrange for training, workshops, professional development for all certified and non-certified staff. Utilize a spreadsheet to track cost and attendance. Prepare purchase orders/letters to vendors for registration and payment. Track course reimbursements for certified staff.
Office Supplies	Maintain supplies for the Central Office, Special Education, and the Board of Education. Prepare purchase orders to necessitate ordering of specialty items.
RFPs	Prepare advertisements announcing New Hartford's Request for Proposals as needed for: snow removal, engineering services, trash removal, etc. Arrange for hard copies or electronic copies of the RFP. Prepare vendor bid sheets. Prepare notification letters to the successful bidder/unsuccessful bidder.
Tyler	Software program used to prepare purchase requests/purchase orders for ordering supplies or professional development for staff.
Office Support Back-up	I back up the Bookkeeper and the Fiscal Services Administrative Assistant when necessary. Includes processing purchase requests, purchase orders, training/professional development, paying invoices, processing payroll, and checks. I also back up the Special Education Secretary and offer my assistance when needed. Requires copying, typing, making phone calls, knowledge of Tyler, etc.
ERATE	Submit request for proposals to ERATE for telecommunication services. Submit yearly expenses for internet and CEN to ERATE. Submit on-line forms, F&R numbers, for percentage of reimbursement. Form 470 telephone calls for description of services requested and certification. Prepare and sign Letter of Agency authorizing E-Rate Elite Services to act as our agent on all matters relating to the ERATE year. Work with IT to solicit and review proposals and select vendor based on services and cost, prepare forms and sign contracts for services for the ERATE year. Use spreadsheet to track

	eligible reimbursements.
Other Duties	**Make arrangements for Professional Development, staff meetings, training sessions, prepare letters and other correspondence, create school calendar, order office supplies, process telephone messages, coordinate mail distribution, maintain files, and a myriad of other duties as they arise.**
PA 16-67 and Employment Eligibility	**Ensure that all staff who have worked with children or elderly complete the necessary paperwork for employment verification. Track paperwork to ensure timelines are met. Submit the CSDE Employment Eligibility Spreadsheet to the Office of Professional Practices for verification of certified staff employment eligibility.**
Fingerprinting and DCF Background Checks	**Assign Criminal Justice Information System roles for appropriate staff members that have access to personnel records and ensure that these individuals complete the Security Awareness training for CJIS. Track and download fingerprinting results for new hires. Ensure each new staff member has DCF Background check, input into the DCF portal and print out results.**
Grants	**Works with different types of Grant Systems, EGMS and G5 (REAP), for processing Grant Fund Reimbursements for various grants: IDEA 611, IDEA 619, Title 1 Part A, Title II Part A, IDEA 611, IDEA 619, Adult Education, REAP, APRA Right to Read, School Mental Health Worker, and ARPA Small Town Right to Read, Title IV Part A and any other grants, for grant applications and disbursements. Process spreadsheet with expenditures to prepare for fund requests. Submit End of Year expenditure reports and End of Project Grant Expenditure Reports when grants have been fully which are used for the EFS.**
Underground Storage Tanks	**Maintain filings with DEEP's ezFiling Portal to manager our permits and notifications for New Hartford's three underground storage tanks, due to have reach life expectancy in 2030.**
AHERA and Asbestos and OSHA	**Track the AHERA inspections due every 3 years and the periodic surveillance for asbestos in our schools. Schedule yearly Asbestos Awareness training for our custodians. Maintain all records associated with such.**
School Security	**Part of the Annual School Security and Safety Committee. Meet yearly in October to review the current Plan, revise as necessary, and submit to the State by the deadline. In June submit the All Hazards School Security and Safety Drill logs.**

New Hartford Public Schools
Administrative Assistant to the Director of Student Services
Job Description

REPRESENTATION STATUS:
Local 1303-386 of Council 4
AFSCME, AFLCIO

Job Goal:
To assure the smooth and efficient operation of the Student Services office, to contribute to effective public relations, and to aid the Director of Student Services in meeting department goals. Reports to and is evaluated by the Director of Student Services annually or more often if needed.

QUALIFICATIONS:

- Correct English usage, spelling, grammar, punctuation, and fundamental mathematical calculation
- Current technology, software applications, office methods, procedures, and equipment, including receptionist and telephone techniques
- State and district policies, rules, and regulations applicable to the school site
- Numerical, alphabetical, and subject matter filing systems

Ability to:

- Perform a variety of secretarial work involving use of independent judgment, accuracy, speed, and confidentiality
- Relate well to a variety of individuals, including students, parents, staff, and the community
- Proficiently operate and maintain office equipment
- Perform administrative office tasks without continuous supervision and coordinate the work of others
- Maintain a professional demeanor at all times
- Accept constructive guidance in a positive manner
- Maintain cooperative working relationships with those contacted in the course of work, maintaining confidentiality of specified information
- Utilize Microsoft Office and Google Drive with proficiency
- Set up and maintain filing systems
- Ability to understand and carry out verbal and written directions

Training and Experience:
Associates Degree or equivalent training in office organization and administrative assistant skills.
Three years of experience, which has included the exercise of independent judgment, including experience in a public school system; or any combination of training and experience that could likely provide the desired knowledge and abilities.

ESSENTIAL DUTIES AND RESPONSIBILITIES

- Maintain personnel files, active and inactive student files, forms, and resource information, including current Special Education laws
- Develop and maintain knowledge of Special Education policies and procedures in order to assist staff and public with questions and referral of students

- Maintain current and accurate files on every Special Education and Section 504 student
- Adhere to local, state, and federal policies and procedures for Special Education, Section 504, Title IX and confidential student records in the processing of records
- Assist the Director of Student Services in financial aspects of the department including preparation of the Special Education budget, projections of future costs, tracking of expenditures, and grant applications
- Schedule all Planning and Placement Team meetings; coordinate schedules of staff, process invitations, changes; forward completed packages in a timely manner
- Aid in arrangement of programs and services as indicated in student's IEP/CTSEDS
- Track various information on students and prepare appropriate lists and reports
- Organize the annual preschool screening process including, Child Find, supporting the planning of Open House, tracking the number of students in the PK program
- Prepare annual Special Education Data Application and Collections (SEDAC) and Early childhood outcome (ECO) reports in an accurate and timely manner
- Input data, complete reports, and troubleshoot errors through IEP Direct
- Complete monthly and quarterly snapshots for Medicaid, set up and maintain service provider portal, assist the Director in the completion of the Annual Cost Report
- Track excess cost expenses and prepare Excess Cost Report for State reporting
- Completion of Evaluation Timelines by the timely and accurate due dates
- Assist in program reviews (Special Education, Section 504, Title IX compliance) as required by local, state, or federal agencies
- Assist in scheduling and arranging aspects of extended year programs
- Arrange schedule changes in the event of absences and ensure coverage for teachers for PPT meetings
- Verify billing of all tuition and vendor service costs
- Process, sort, and field all mail and telephone correspondence
- Type reports, letters, memos, etc, as requested by Director of Student Services
- Operate and maintain a variety of office equipment
- Prepare and process requisitions for purchasing for the Special Education and Health departments
- Assist in transportation arrangements and problem solving routine issues by working with transportation company
- Aid staff with all requests regarding reports, files, meetings, materials, etc.
- Maintains a high degree of confidentiality regarding all aspects of the school/district site operation, including confidentiality related to students and educational records
- Assist Director of Student Services and other administrators with any other reasonable duties and requests as they arise
- Collaborate with all staff members for the benefit/success of each student

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Approved by the BOE:

A sample policy to consider.

Students

Protection of Undocumented Students

All students have the right to attend public school and enjoy access to equitable educational and programmatic services regardless of the immigration status of the student or of the student's family members.

For the purposes of this policy, "District personnel" includes all District employees, counsel for the District, and any agencies contracting with the District.

District personnel shall not take any steps that would deny students access to education based on their immigration status or any steps that would impede the rights of any students to public education under the U.S. Supreme Court's 1982 ruling in *Plyler v. Doe*_, the Family Educational Rights and Privacy Act (FERPA), the Connecticut General Statutes, and any other applicable state and federal law.

Absent any applicable federal, state, local law or regulation or local ordinance or court decision, District personnel shall abide by the following conduct:

- District personnel shall not treat students disparately for District residency determination purposes on the basis of their immigration status.
- All District students who meet the relevant programmatic criteria are entitled to receive all school services, including free lunch, free breakfast, transportation, and educational services, regardless of the immigration status of the student or of the student's family members. This entitlement exists whether or not the student or the student's family members have social security numbers.
- District personnel shall not inquire about, or record in any way, a student's immigration status, nor shall District personnel require documentation of any student's legal status, such as asking for a "green card" or citizenship papers, at initial registration or at any other time, for any purpose.
- District personnel shall not require students to apply for Social Security numbers nor shall the District require students to supply a Social Security number for any purpose.

If any member of the District community (including students, families, or staff) has questions about their immigration status, District personnel shall not refer them to the Immigration and Customs Enforcement Office ("ICE") or any other government agency. Instead, District personnel shall refer them to state and/or local non-profit immigration law organizations. A list of such organizations shall be compiled by the Superintendent or designee and disseminated at school sites. The Superintendent is also encouraged to increase and enhance partnerships with community-based organizations, legal services organizations, and other educational institutions (such as community colleges and universities) to provide resources for families of students or District employees who are facing deportation or other adverse immigration consequences.

Students

Protection of Undocumented Students (continued)

It is the general policy of the District not to allow any individual or organization to enter a school site if the educational setting would be disrupted by that visit. The Board of Education believes that ICE activities in and around schools, preschool education centers, and adult school facilities would constitute a severe disruption to the learning environment and educational setting for students. Therefore, any request by ICE to any District personnel to visit a school site shall be immediately forwarded to the Superintendent for review and consultation with legal counsel, to ensure the safety of all students, as well as compliance with *Plyler v. Doe* and other applicable state and federal laws.

All requests for documents by ICE to the District or any District personnel shall be immediately forwarded to the Superintendent for review and consultation with legal counsel and the Board to ensure the safety of all students, as well as compliance with *Plyler v. Doe* and other applicable state and federal laws.

The Superintendent or designee shall ensure that copies of this Policy are distributed to all District and school sites.

The Superintendent or designee shall ensure all teachers, school administrators, and other staff are trained on how to implement this policy and shall ensure that notification with required translation be distributed to families to fully inform them of their rights in the District.

(cf. 0521 - Nondiscrimination)
(cf. 5111 – Admission/Placement)
(cf. 5112 - Ages of Attendance)
(cf. 5118.1 - Homeless Students)
(cf. 5124 – Student Records)
(cf. 5141 - Student Health Services)
(cf. 6171 - Special Education)

Legal Reference: Connecticut General Statutes

10-15 Towns to maintain schools

10-15c Discrimination in public schools prohibited

10-76a - 10-76g re special education

10-184 Duties of parents (re mandatory schooling for children ages five to sixteen, inclusive

10-186 Duties of local and regional boards of education re school attendance. Hearings. Appeals to state board. Establishment of hearing board. Readmission, as amended.

10-220h Transfer of student records, as amended.

10-261 Definitions

Students

Protection of Undocumented Students

Legal Reference: Connecticut General Statutes (continued)

State Board of Education Regulations

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

10-204a Required immunizations

Federal Family Educational Rights and Privacy Act of 1974 (section 438 of the General Education Provisions Act, as amended, added by section 513 of P.L. 93-568, codified at 20 U.S.C.1232g.).

Dept. of Educ. 34 C.F.R. Part 99 (May 9, 1980 45 FR 30802) regs. implementing FERPA enacted as part of 438 of General Educ. provisions act (20 U.S.C. 1232g)-parent and student privacy and other rights with respect to educational records, as amended 11/21/96, and Final Rule 34 CFR Part 99, December 9, 2008, December 2, 2011)

McKinney-Vento Homeless Assistance Act, 42 U.S.C. §11431 et seq.

Phyler v. Doe, 457 U.S.202, 102S. Ct. 2382 (1982)

Policy adopted:
cps 3/17
reviewed 1/25

Students

Protection of Undocumented Students

U.S. Immigration and Customs Enforcement (ICE) Enforcement Protocols

Background

In the U.S. Supreme Court Case known as *Plyler v Doe*, the court held that schools are protected areas and responsible for extending the equal protection clause of the 14th Amendment of the Constitution to undocumented children and that public schools could not request citizenship documentation of students nor deprive children of their education. Therefore, public schools cannot discriminate against nor force undocumented families to pay tuition if they reside in the school's community.

These protocols are designed to assist districts and their schools in providing a consistent and legally sound series of actions in the event of an ICE Visit:

1. Immediate Notification

Contact the superintendent (designee) who will be responsible for the following:

a. Completing legal training on essential aspects related to responding to an ICE visit, including, but not limited to verifying credentials, warrant examination, appropriate and legal response to agent action, rights of those being targeted, documenting the visit, student records compliance, and conducting a post-visit review.

b. Providing immediate support and direction to a building administrator receiving an ICE visit.

Students

Protection of Undocumented Students

U.S. Immigration and Customs Enforcement (ICE) Enforcement Protocols (continued)

1. Immediate Notification (continued)

c. Consulting with the superintendent and a board-approved attorney on matters including, but not limited to the validity of warrants, actions required by court orders and/or subpoenas, and visit documentation.

d. Consulting with and updating the superintendent on all matters related to ICE agent visitations and communications.

2. Training

a. The superintendent or designee will be responsible for staff training on immigration enforcement law and required protocols, student and staff privacy rights, student records, response to warrants, navigating potentially tense interactions with immigration officers, and overall compliance.

Training shall include steps to follow should U.S. Immigration and Customs Enforcement officers request entry to a school or request student information.

b. Continue to share resources and legal updates.

3. Visit Procedures

When informed of or upon an official visit of an ICE agent, immediately notify the Superintendent (designee) and await instructions.

i. Remain calm and cooperative, maintaining a professional demeanor.

ii. Establish the identity and credentials of the ICE agent(s). Request their names, badge numbers, and business cards or other forms of identification.

iii. Inquire if the agents have a warrant. If so, carefully examine it to determine whether it is a judicial warrant (valid for entry) or an administrative one (not valid for nonpublic areas).

iv. Do not resist the agent's questions or requests.

v. Do not interfere with or obstruct the Agent's work by hiding individuals or providing false information, as this may lead to legal consequences.

Students

Protection of Undocumented Students

U.S. Immigration and Customs Enforcement (ICE) Enforcement Protocols (continued)

3. Visit Procedures (continued)

vi. Document the visit to the extent possible:

1. Keep detailed records of the interaction;
2. Take notes, make copies of any document provided, and obtain receipts for items taken.

vii. The disclosure of student records requires a court order or subpoena. Without these, records should not be released without parental consent or the consent of a student 18 years and older. (FERPA)

viii. Protocols should be displayed in visible locations with copies readily available for frontline personnel to show ICE and parents.

4. After-Visit Procedures

i. After the incident, review the protocols and consider conducting training sessions to improve preparedness for future events.

ii. Consult with the board's attorney to review any changes to protocols to ensure they meet the appropriate legal standards.

5. Additional Information

a. An "administrative" warrant differs from those that show probable cause of a criminal offense and are not approved by a judge or magistrate. Therefore, it does not authorize the ICE agent to access non-public areas of school grounds or authorize the agent to search school records. This means a school official can deny the agent entry to the school or access to records.

b. If an ICE agent presents a federal warrant signed by a federal judge, the school should follow its protocols, which begin with alerting the superintendent (designee), legal counsel for the district, and the parents if the child is implicated in the warrant.

Students

Protection of Undocumented Students (continued)

RESOURCES

For families:
ACLU - Know Your Rights: What to Do If Immigration Agents are at Your Door
Connecticut Students for a Dream. https://www.aclu.org/know-your-rights

For districts and schools:
ICE Sensitive Locations Policy https://www.nilc.org/resources/factsheet-trumps-rescission-of-protected-areas-policies-undermines-safety-for-all/
U.S. Department of Education guidance for supporting undocumented youth
https://www.ed.gov/sites/ed/files/about/overview/focus/supporting-undocumented-youth.pdf
United We Dream – Deferred Action for Childhood Arrivals guide – https://unitedwedream.org/wp-content/uploads/2013/03/guide4teachers_daca.pdf
School Counselors Working with Undocumented Students - https://www.schoolcounselor.org/Standards-Positions/Position-Statements/ASCA-Position-Statements/The-School-Counselor-and-Working-with-Students-(1)
U.S. Department of Health and Human Services information on the rights of unaccompanied children to enroll in school and participate meaningfully and equally in educational programs - https://www.ed.gov/sites/ed/files/about/overview/focus/rights-unaccompanied-children-enroll-school.pdf

The following organizations provide direct legal services:
International Institute of Connecticut - https://cirict.org/
Integrated Refugee & Immigrant Services - https://www.immigrationadvocates.org/nonprofit/legaldirectory/organization.392730-IRIS_Integrated_Refugee_Immigrant_Services
Catholic Charities Migration, Refugee, and Immigration Services - https://www.ccdocle.org/service-areas/migration-refugee-services
Connecticut Legal Services
https://ctlegal.org/get-help/?gad_source=1&gad_campaignid=6452733753&gbraid=0AAAACtxgo9KtZJ-_6yuX5HeIuIZpw8_W&gclid=Cj0KCQjwoZbBBhDCARIsAOqMEZW7btmTUe_1L5JPGiDGz9HXmKfkJm6zcCdEidIvCosEUuEUcTssizIaAsmPEALw_wcB
New Haven Legal Assistance - https://nhlegal.org/
UConn School of Law Asylum and Human Rights Clinic -https://law.uconn.edu/academics/clinics-experiential-education/asylum-human-rights-clinic/
Yale Law School Worker and Immigrant Rights Advocacy Clinic - https://law.yale.edu/studying-law-yale/clinical-and-experiential-learning/our-clinics/worker-and-immigrant-rights-advocacy-clinic

Regulation approved:
cps 1/25

Students

Non-resident Attendance

The New Hartford Board of Education allows non-residents the opportunity to enroll in our schools. The intended purpose of this policy is to set forth specific contractual stipulations between New Hartford Public Schools and non-resident families, not to school district.

The Board of Education reserves the right to accept or reject any request for enrollment by a non-resident student, to determine the placement of said student(s), and to unilaterally terminate the enrollment of said student(s). In addition, the Board of Education assumes neither the cost nor the responsibility for transportation to and from school for non-resident students. Non-resident students will not be permitted to enroll should New Hartford resident students be on the waitlist.

Non-resident students are defined as those whose parents or legal guardians reside outside the geographical limits of New Hartford.

The Board of Education authorizes the Superintendent to accept non-resident students in the New Hartford Public Schools in accordance with the criteria set forth in this policy.

Students who are granted non-resident tuition status will be required to conform to all rules and regulations of the school system and may, at any time, be dismissed from the New Hartford Public Schools.

1. General Provisions

The following shall govern admittance of non-resident students:

a. The Superintendent or their designee may approve the enrollment or continuation of a non-resident student attendance if class size and other considerations such as the availability of resources permit. Decisions regarding class size and/or the availability of resources shall be made by the Superintendent.

b. The Superintendent or their designee shall not hire additional staff to permit enrollment of non-resident children under this policy.

c. Non-resident children shall be assigned to whatever school the Superintendent or their designee deems appropriate.

d. Non-resident attendance shall be for one school year or less.

e. Non-resident attendance may be extended from year to year at the discretion of the Superintendent or their designee. Non-resident students' parent(s)/guardian(s) will be required to submit a letter requesting continued enrollment by April 1st.

f. This policy does not obligate the Board of Education to provide special education programs or services or create unique programs for students. If a non-resident student is enrolled or continued in the New Hartford Public Schools, and such child is eligible for services under the Individuals with Disabilities Act ("IDEA"), the New Hartford Public Schools shall not act as the "Local Education Agency". If the students' LEA agrees to reimburse the non-resident district (New Hartford Public Schools) for the full cost of special education services such pending mutual agreement will be used as criteria to determine enrollment eligibility. Payment shall be made within 30 days of the enrollment date.

g. Application for initial and/or continued enrollment shall be made in writing to the Superintendent or their designee by April 1st.

h. At the discretion of the Superintendent or their designee, the candidate for initial or continued enrollment shall be interviewed by the Administration of the school at which enrollment or continued enrollment is sought.

i. The Superintendent shall not enroll any child who is currently excluded by expulsion from another public or private school. Should it be discovered after enrollment that a student has been expelled from another school, the student shall be immediately disenrolled from New Hartford Public Schools.

j. Non-resident students who are suspended or expelled from the New Hartford Public Schools may be disenrolled from the New Hartford Public Schools by the Superintendent of Schools.

k. Should it be discovered that a student or their parent(s)/guardian(s) had provided false information, the student shall be subject to immediate disenrollment.

l. All non-resident students or their parents or guardians shall provide necessary transportation to and from school.

m. The parent(s)/guardian(s) of a non-resident student applying for enrollment shall sign a release allowing the New Hartford Public Schools to access to the student's records and providing permission for the New Hartford Public Schools to contact the student's prior school district.

n. A student's continuation in the New Hartford Public Schools will be contingent upon the student's compliance with all applicable rules and regulations of the Board of Education and the individual school, satisfactory academic progress, attendance, and the availability of staff and resources. The Superintendent or their designee may terminate the non-resident student's enrollment at any time where, in their opinion, continuation is not in the best interest of the school system or the student.

Only students who meet the criteria set forth in this policy may enroll or continue in enrollment with the New Hartford Public Schools.

2. Tuition

The tuition rate to each non-resident student will be established by the Board of Education. Rates are subject to change by action of the Board of Education. Enrolled non-resident families will be notified by June 1st of the tuition rate for the upcoming school year.

Tuition payments shall be made in two equal installments on or before August 1st, and on or before January 2nd. Monthly installments may be authorized by the Superintendent or their designee. Students will not be allowed to begin New Hartford Public Schools if their first payment is not received on or before August 1st of each year. In the event that a non-resident student attending the New Hartford Public Schools has unpaid tuition or fees, they may be subject to immediate disenrollment. Should a student voluntarily withdraw or be disenrolled during the school year, pro-rate fees will be refunded. Parent(s)/guardian(s) of the non-resident student(s) are responsible for ensuring that payments are timely.

Tuition for Staff Children

The children of New Hartford Public Schools staff who reside outside the school district can attend district schools on the following conditions:

a. This program is instituted on a space-available basis.

b. Tuition for children of staff members in grades K-6 will be 50% of the established tuition rate minus transportation costs. Tuition is due and payable on or before August 1st and on or before January 2nd. Monthly installments may be authorized by the Superintendent.

c. Tuition for children of staff members in Pre-K will be 100% of the established tuition rate. Tuition is due and payable on or before August 1st and on or before January 2nd. Monthly installments may be authorized by the Superintendent.

d. Any student accepted into this program will be given all of the rights, privileges, responsibilities and requirements of any other student in the school district.

e. It is clearly understood that the Superintendent of Schools, in conjunction with the Principal of the school at which the student attends, can with a minimum of two weeks' notice, terminate the program with an individual student for just and appropriate causes as determined by the Superintendent.

f. Request for participation in this program must be made annually by the staff member on behalf of their child, and would require annual review and approval of the Superintendent prior to continuing the following year by April 1st.

g. The full cost for any student requiring special education services will be borne by the LEA district or parent/legal guardian.

h. Transportation will be responsibility of the child's parent.

i. All provisions in Section I apply.

3. Due Process

a. For students who are disenrolled during a school year, the parent(s)/guardian(s) may request, in writing, a hearing with a sub-committee or the Board of Education within seven calendar days of the notice of the student's disenrollment. At the hearing, the student and their parent(s)/guardian(s) may present evidence and argument as to why the student should not be disenrolled. Cumulative and redundant testimony shall not be allowed.

The Board will affirm the Superintendent's decision unless it determines that their decision was arbitrary and capricious. The Board's decision is final.

b. Students who are disenrolled following a suspension or expulsion, for late payment, or due to providing false information in support of their request shall not have access to the hearing process described above.

c. Decisions concerning a student's request for enrollment or re-enrollment are not subject to the hearing process described above.

Legal Reference: Connecticut General Statutes

4-176e through 4-185 Uniform Administrative Procedure Act.

10-186 Duties of local and regional Boards of education re school attendance. Hearings. Appeals to state Board. Establishment of hearing board.

10-253 School privileges for students in certain placements and temporary shelters.

Students

Nonresident Students

Definition

A nonresident student is a student who:

1. resides outside of the school district; or

2. resides within the school district on a temporary basis; or

3. resides within the school district on a permanent basis but with pay to the person(s) with whom the student is living; or

4. resides within the school district for the sole purpose of obtaining school accommodations; or is

5. a child placed by the Commissioner of Children and Youth Services or by other agencies in a private residential facility. However, under this circumstance, children may attend local schools with tuition paid by the LEA district unless special education considerations make attendance in local schools and programs inappropriate. Children not requiring special education who live in town as a result of placement by a public agency (other than another Board of Education and except as provided otherwise in this paragraph) are resident students; those requiring special education may attend local schools (with special education cost reimbursements in accordance with statutes) unless special education considerations make attendance in local schools and programs inappropriate.

Nonresident Attendance Without Tuition

Upon written parental request, nonresident students may be allowed by the Superintendent of Schools with Board of Education approval to attend district schools without tuition under one or more of the following conditions:

1. A family moves from the district after the semester starts; however, if parents so request, a child may complete the marking period regardless of when the family moves from town;

2. A family residing outside of a district has firm plans to move into the school district within the current school year as evidenced by a contract to buy, build, rent, or lease;

3. When it has been determined by the building principal that it is in the best interest of the student to complete his/her sixth-grade year.

4. Children reside temporarily within the district because of family changes or children attending local schools residing temporarily outside of the district because of family

circumstances. Approval shall not exceed three (3) calendar months; if subsequent approval is necessary, it shall be considered based upon information available at that time.

5. The full cost for any child requiring special education services will be borne by the LEA district or parent/legal guardian.

Nonresident Attendance with Tuition

Nonresident students who do not meet one or more criteria under previous sections of this policy, may attend local schools only with tuition payment. The Superintendent may approve nonresident student attendance with tuition if class size, transportation, and other considerations permit, and shall notify the Board of Education of all tuition approvals. Nonresident approval with tuition shall be for one (1) school year or less. Tuition rates shall be established by the Board annually.

Attendance by a nonresident tuition student may be terminated by Board of Education action, upon recommendation of the Superintendent of Schools, if the Board deems such termination in the best interest of the school district. An adjustment of tuition on a per diem basis will be made in this instance.

Proof of Residency

When registering a child or updating their address after a move within the district families must provide proof of residency by providing one item from each of the three categories listed below which shows their primary residence address:

Category I

1. Valid CT Driver's license/Valid State ID with current address in the district (no sticker on back).

Category II

1. Current mortgage statement and/or mortgage coupon book
2. Copy of current lease signed and dated
3. Notarized declaration from landlord affirming tenancy and copy of current paid rent payment
4. Copy of property deed.

Category III

1. Current utility bill (gas or electric) or verification of service from utility
2. Phone bill (landline, not cell phone)
3. Cable TV, Satellite or Internet bill
4. Heating Oil or Water bill
5. Voter registration
6. Property tax bill/statement with primary address listed
7. Homeowner, Renter, or auto insurance policy face page or bill
8. Payroll Statement
9. Mail for government agency (e.g., military, Social Security, DSS)
10. Any other form of documentation relevant to demonstrating permanent residence in New Hartford Public Schools.

***NOTE**: All items in Category I and Category II must be less than 60 days old and reflect their current address. We cannot accept self-addressed envelopes, "shut of" notices, or junk mail.*

Removal of Nonresident Student from District Schools

If after a careful review of affidavits and other available evidence, the Superintendent of Schools or his/her designee believes a student is not entitled to attend local schools, the parent or guardian shall be informed in writing that, as of a particular date, the student may no longer attend local schools, and the Superintendent shall notify the Board of Education, (if known), where the child should attend school. If after review district residency is established by the evidence, the parent or legal guardian shall be so informed.
If a student is removed from a district school for residency reasons the Superintendent of Schools or his/her designee shall: 1) inform the parent/legal guardian, that the student/s may continue in local schools pending a hearing before the Board of Education if requested in writing by the parent, guardian 2) that upon request, a transcript of the hearing will be provided 3) that a local Board of Education decision may be appealed to the State Board and that the student/s may continue in local schools pending a hearing before the State Board if requested in writing by the parent, legal guardian, 4) that if the appeal to the State Board of Education is lost, a per diem tuition will be assessed for each day a student attended local schools when not eligible to attend.

Board of Education Hearing

Upon written request, the Board of Education shall provide a hearing within ten (10) days after receipt of such request. If there is a hearing, the Board shall make a stenographic record or recording of the hearing; shall make a decision on student eligibility to attend local schools within ten (10) days after the hearing; and shall notify the parent or legal guardian. Hearings shall be conducted in accordance with the provisions of Sections 4-177 to 4-180 inclusive of Connecticut General Statutes.

The Board shall, within ten (10) days after receipt of notice of an appeal, forward the hearing record to the State Board of Education.

Legal Reference: Connecticut General Statutes

4-176e through 4-185 Uniform Administrative Procedure Act.

10-186 Duties of local and regional Boards of education re school attendance. Hearings. Appeals to state Board. Establishment of hearing board.

10-253 School privileges for students in certain placements and temporary shelters.

Regulation approved: December 18, 2007

5118 Appendix A

New Hartford Public Schools

New Hartford, Connecticut

Nonresident Students

Date:

To: Parents/Guardian:

Dear

Effective _____, school accommodations will no longer be provided in the New Hartford Public Schools. *(date within 10 days of this letter)* of _____ for the student/s named below:

NAME	SCHOOL	GRADE

The reason for denial of further school attendance is:

____ You have informed us that your child no longer resides in town.

____ No written response received to our request for completion of affidavits and/or other documentation.

____ Affidavit and/or documentation is not adequate to prove residence in accordance with Connecticut Statutes and Board of Education policy.

You have the following rights when student attendance is denied for reasons of residence:

1. A hearing before the Board of Education. If prior to *(Date specified for student/s withdrawal)* you request in writing a hearing by the Board of Education, the Board will provide you a hearing within ten (10) days of its receipt of the written request.

2. If you make a timely request for Board hearing, the student/s named may continue in schools pending the outcome of the Board of Education hearing.

3. If you so request, following the Board of Education hearing you will be provided a transcript of the hearing within thirty (30) days of your request.

4. Within twenty (20) days of the Board of Education mailing its finding/s and decision, you may appeal the Board's decision to the State Board of Education.

5. Upon your written request, the student/s may continue in New Hartford Public Schools pending the outcome of an appeal to the State Board of Education. *(Such written request must be received by the Superintendent of Schools within twenty (20) days of the Board of Education mailing its finding/s and decision to you.*)

If the decision by the State Board of Education supports a Board of Education denial of student accommodations, you will be responsible for a per diem payment of tuition for each day the student/s attended schools. (Currently $____ per day)

Sincerely,

Superintendent of Schools

May 6, 2025

Jeffrey F. Sousa
Superintendent
New Hartford Public Schools
530 Main Street
New Hartford, CT 06057

RE: Professional Services for HVAC Equipment Assessment and Recommendations for Improvements at Three (3) New Hartford Schools - S/P+A #25.xxx

Dear Mr. Sousa:

Thanks for the opportunity to submit this proposal for mechanical engineering services related to the above referenced HVAC assessment project. Based on our previous walk-throughs and reports siting deficiencies determined in your State of Connecticut required school inventory ventilation assessment effort as a sub-contractor to EnviroMed, Inc., we understand the general scope to include an assessment of existing conditions of the current HVAC equipment for the three (3) school facilities studied, and recommendations for HVAC system improvements. Specifically, the schools proposed to be studied are Anne Antolini Elementary School, Bakerfield Consolidated School, and New Hartford Elementary School. We propose to accomplish these services as outlined below.

DATA GATHERING, ASSESSMENTS AND REPORTS

Work at this phase will be focused on site visitation and evaluating the existing condition and remaining useful service life of the HVAC equipment inventory, determination of current heating and cooling requirements, potential available enhancements, ability to retain portions of the existing systems, etc. Our tasks will include the following:

1. Perform an initial detailed site investigation of the relevant buildings in your scope to assess and document existing conditions.
2. Review and analyze available as-built documentation of existing equipment, systems and system configurations.
3. Evaluating each piece of mechanical equipment for age, condition, date of installation, expected remaining life span.
4. Providing other recommendations in terms of heat rejection and equipment re-use.
5. Providing alternate system recommendations for providing compliant ventilation and indoor air quality (IAQ), energy efficiency improvements, improved comfort and control, etc.
6. Assembling information into a narrative, including text, photographs, tables, etc., to provide an easy-to-read compilation of our findings and recommendations.
7. Provide an Opinion of Probable Construction Costs for the recommendations provided.

Our deliverables to you will consist of one (1) report for each building surveyed, issued as a Draft for your initial review for comment, and a final version incorporating your review comments and notes.

COMPENSATION

For the services described above, we propose the following fixed fees:

☐ Anne Antolini Elementary School	$ 4,900.00
☐ Bakerfield Consolidated School	$ 4,900.00
☐ New Hartford Elementary School	$ 4,900.00

These fees include all customary reimbursable expenses, including travel expenses, in-house progress printing, CAD services, plotting, and delivery service. Any additional services that you may require during the project will be compensated on an hourly cost-plus basis, in accordance with our "Standard Hourly Rate Schedule" currently in force. If the scope is well defined, a mutually agreeable fixed fee can be negotiated.

All other terms of our agreement will be in accordance with the amended "Standard Form of Agreement Between Owner and Architect", AIA Document B201.

SERVICES NOT INCLUDED

We have the capability of providing a wide range of services should any additional assistance be required or if the project scope is revised. Examples of these additional services include:

- Environmental inspection, testing, design and/or construction administration / monitoring services.
- Commissioning services, Retro-commissioning or support of an independent, third-party commissioning effort.
- Load calculations, energy estimating, production of energy model and life cycle cost analysis.
- Site-Civil, Structural, Architectural services.
- Drawings, Specifications or more than one (1) site visit for data gathering.

We appreciate the opportunity to submit this proposal and we are prepared to begin work upon receipt of a signed contract or written notice to proceed on this project. Fees herein remain in effect for 60 days from the date of this proposal. Please contact me with any questions that you may have.

Very truly yours,

Kenneth J. Eldridge, PE
Chief Mechanical Engineer / Sr. Associate

Accepted this _____day

of _____, 2025

Signed _____

_____

Printed _____

Title_____

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May 21, 2025

Hayley Sanon
Acting Assistant Secretary for Elementary and Secondary Education
Office of Elementary and Secondary Education
U.S. Department of Education
OESEGrants@ed.gov
400 Maryland Ave. SW.
Washington, DC 20202

RE: Award S184H220068 - EDADVANCE, CT

Formal Appeal for Reconsideration of Funding Discontinuation for School-Based Mental Health Services in Northwestern Connecticut

We are writing in response to the decision regarding the discontinuation of funding for our agency's five-year, $8.7 million federal grant aimed at increasing school-based mental health services throughout rural northwest Connecticut, effective December 31, 2025.

I urge the US Department of Education to reconsider this decision in light of the pressing mental health needs of students in this rural underserved region. Funding for this project aligns perfectly with the administration's broader objectives, as articulated by President Trump in the recent executive order to "Make America Healthy Again."

The objectives of this grant align squarely with the administration's vision, especially concerning the escalating rates of mental health disorders among youth - a trend that requires immediate and ongoing attention and action. Our project has placed 17 credentialed school-based mental health (SBMH) providers in 32 schools across rural northwest Connecticut, empowering thousands of K12 students with the resilience, social emotional, and interpersonal skills needed to thrive academically and socially. Our school-based mental health program has had a transformative impact on the well-being of thousands of students within all rural school districts in this region.

We have made significant strides in addressing the mental health needs of our students by *doubling the mental health support* in 12 schools, increasing the average number of counselors from one to two. This enhancement allows for more personalized attention, greater accessibility, and comprehensive mental health resources, ensuring that students receive the support they need to thrive academically and emotionally. It also reduces the caseload of existing counselors, which allows for more students to be seen on a more regular basis. Additionally, for the first time, *two schools that previously had no mental health support* now have dedicated counselors available to provide essential services and foster a supportive environment where students can thrive.

By addressing students' mental health needs, we are not only fostering individual well-being but also promoting stronger, healthier communities. Students benefiting from this grant-funded work are part of hard-working rural American families who, without this grant, would face significant barriers in accessing essential mental health support.

EdAdvance is an equal opportunity provider and employer.
To file a complaint of discrimination, write USDA, Director, Office of Civil Rights, Washington, DC 20250-9410.

The alignment of our work with the administration's goals can be illustrated in several key ways. In response to the stated possible criteria for why our funding was discontinued in the letter dated 4-29-25 *Notice of Non-Continuation of Grant Award*, please consider the following:

1. That it violates the letter or purpose of Federal civil rights law;

Our understanding of the federal civil rights law is that everyone, regardless of race, should be treated equally in front of the law, and that race cannot and should not be used as a screener or preference weight in any decision related to placement or promotion. This is 100% true for our project, where race does not play a factor in which students are served. In fact, the most recent data collected shows that 86% of students receiving mental health support and services in rural northwest Connecticut are white. Our overriding project goal is to provide mental health support and services to ***all students*** regardless of their racial, ethnic, socioeconomic, or religious backgrounds. We hired SBMH providers for this project based solely on qualifications and alignment with the grant's purpose. Most applicants were white, reflecting the demographics of communities served, and all current providers for this project are white. The table below shows the percentage of white v. non-white students in participating districts.

District	Percent White	Percent Non-white
Barkhamsted	91.3	8.7
Bethlehem	82.21	17.79
Bridgewater	91.67	8.33
Canaan	80.56	19.44
Colebrook	93.06	6.94
Cornwall	82.98	17.02
Falls Village	88.89	11.11
Goshen	87.59	12.41
Hartland	83.62	16.38
Kent	82.47	17.53
Litchfield	88.85	11.15
Morris	93.6	6.4
New Hartford	94.23	5.77
Norfolk	86.36	13.64
North Canaan	78.99	21.01
Roxbury	90.41	9.59
Salisbury	78.72	21.28
Sharon	87.63	12.37
Warren	93.48	6.52
Washington	83.81	16.19
Winsted	74.83	25.17
Woodbury	85.36	14.64

Any claim that the implementation of our work violates Civil Rights laws is groundless, as race is irrelevant to the purpose and outcomes of this work. Neither the purpose nor the effect of our program is discriminatory.

2. That it conflicts with the Department's policy of prioritizing merit, fairness, and excellence in education;

Our work fully aligns with the Department's policy of prioritizing merit, fairness, and excellence in education. Our hiring process was based on a candidate's merit, documented performance, and other indicators of potential effectiveness. Participating schools were selected based on their small size, rural characteristics, and paucity of mental health services available in the region, as aligned with the RFP. Regarding excellence in education, research demonstrates that students who feel overwhelmed by anxiety, depression, or other mental health challenges attend school less often and perform more poorly than their peers on every academic measure. For example, in one school, prior to us placing a counselor, the chronic absenteeism rate was 19%. After one year, this rate dropped to 4%, and it now stands at 1%. We are confident that the project's impact on academic achievement will continue to be positive. The greater the ability of students to feel present, focused, and ready to learn, the better their chances at achieving excellence.

3. **Undermines the well-being of the students this program is intended to help;**

Addressing the mental health needs of our students does not undermine their well-being. Rather, it actually promotes stronger, healthier individuals and communities. Students receiving our services represent hard-working American families who, without this grant, will face significant barriers in accessing essential mental health support.

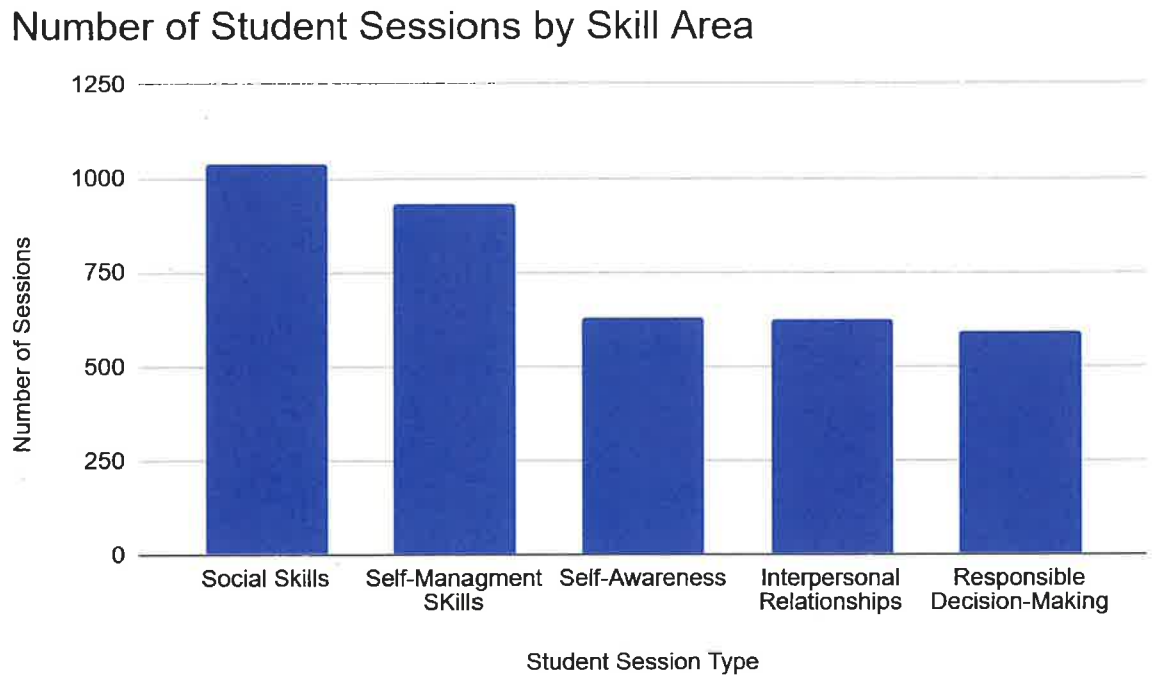
The alignment of our work with the administration's goals is illustrated in several key ways:

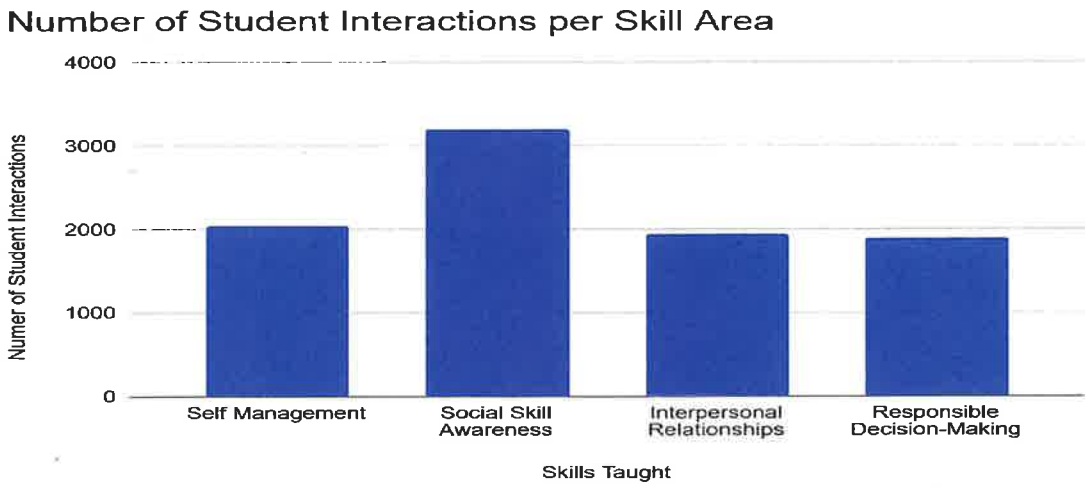
- Addressing Youth Mental Health: The rising rates of anxiety, depression, and other mental health challenges and disorders among children are alarming. By placing SBMH providers directly in schools, we are ensuring that students receive immediate and relevant support, which aligns with the administration's commitment to prioritizing the mental health of our youth.
- Promoting Community Health and Well-Being: Our program builds resilience and coping skills among youth, which can lead to healthier life choices. When children are mentally healthy, they are more likely to engage in positive behaviors, reducing at-risk behaviors such as substance and alcohol abuse, eating disorders, self-harm, and conduct disorders as they grow. This aspect of our work closely mirrors the administration's focus on creating a healthier America.
- Supporting American Families: Our program is a crucial component to fostering home to school partnerships with parents. This collaborative approach builds parental capacity for supporting their children in areas such as school engagement, managing emotions, and removing barriers to learning. Many families in rural northwest Connecticut face significant challenges in addressing mental health needs. By offering mental health support at school, we empower parents to actively engage in their children's well-being, allowing them to feel successful. We have offered parent training in building adolescent resilience and reducing anxiety to increase school attendance. This collaborative approach nurtures the emotional health of their children and enables parents to focus on their work and contribute positively to society. Ultimately, this reflects our program's commitment to strengthening American families.

- Building Future Contributors to Society: Our program is dedicated to fostering healthy future contributors to society. The skills youth gain through work performed by our mental health service providers translate into improved academic performance and social abilities, benefitting not only the individual but the community as well.

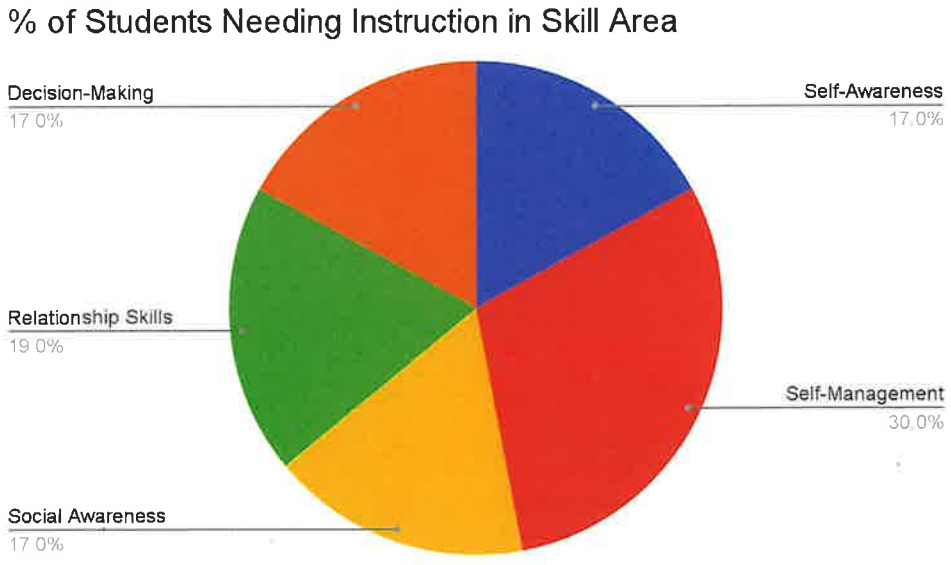
Our team of mental health professionals is providing invaluable support to students, families and teachers on a daily basis both in group instruction and individual counseling sessions. The most recent data (September 2024 to February 2025) quantifies the extent of our counselors' impact and highlights a significant number of sessions across various crucial areas:

- Self-Management: 2,050 interactions
- Social Skills Awareness: 3,200 interactions
- Relationship Skills: 1,950 interactions
- Responsible Decision Making: 1,900 interactions





We want to clarify that our program is not a DEI initiative. Our goal is to equip students with the essential skills they need to navigate life's challenges and foster resilience and success. Through small group sessions and classroom instruction, we concentrate on key topics that support positive youth development. To date, our counselors have engaged students in approximately 2,400 classroom sessions, addressing vital themes such as the role and impact of social media, character development, positive decision-making, building healthy relationships, collaboration skills, and understanding how individual thoughts influence behavior and impact others. Additionally, our counselors provided critical ***crisis intervention*** to 100 students. These one-on-one sessions offered immediate support and guidance, equipping students with essential coping strategies to navigate their challenges effectively and regain control with the goal of returning to their learning environment.



Professional Learning:

The project leadership team has developed Community of Practice (CoP) and Professional Learning Communities (PLC) for providers based on their firsthand understanding of common mental health needs among students. Topics include:

- Effectively addressing challenging student behaviors
- Understanding Planning and Placement Team (PPT) roles and responsibilities
- Trauma informed care for students in need
- Promoting effective self-regulation strategies
- Navigating difficult conversations with students and parents
- Functional Behavioral Assessment (FBA) training
- Data collection for Individualized Education Program (IEP) goals and objectives
- Conducting classroom observations
- Working with students presenting with anxiety
- Restorative practices training
- School climate training
- Physical & Psychological Management Technique (PMT) training
- Question-Persuade-Refer (QPR) suicide prevention training
- Mandated Reporter training
- Working with the Department of Children and Families (DCF)
- Teaching students how to effectively manage anxious feelings
- The importance of self-care

4. Constitutes an inappropriate use of federal funds;

Throughout the duration of this grant, we have implemented a rigorous monthly review process to ensure the appropriate and efficient use of federal funds. Our conservative budgeting practices have enabled us to not only maximize the impact of our grant but also to exceed our initial hiring expectations by successfully incorporating five additional schools into our program. EdAdvance maintains a close monitoring system for all expenditures, engaging in regular meetings with both local and federal stakeholders to ensure transparency and accountability. This collaborative approach includes proactive engagement with METRICS personnel and our federal liaison, facilitating precise tracking of expenditures. Every dollar has been allocated thoughtfully and effectively, exemplifying our commitment to using federal funding in a responsible manner. The diligent oversight we have demonstrated, both locally and federally, on a quarterly basis over the past 2.5 years highlights our dedication to achieving the best possible outcomes for the students, families and communities we serve. The successes we have achieved through this grant clearly illustrate the SBMH program's vital role in supporting the well-being of American families and enhancing their capacity to contribute to society.

The value and impact of our program are strongly supported by district and school administrators. The loss of this funding will be devastating for the students and families we serve. Robert Gilbert, Superintendent of Colebrook Consolidated School, notes that this program has been *"nothing short of transformational for our students, families, and educators. We have witnessed students return to learning after major emotional setbacks, families re-engage with the school system, and teachers feel better equipped to meet the needs of their classroom. Loss of funding will directly harm students who*

rely on these services as a lifeline. Rural communities like ours already struggle with limited local resources, provider shortages, and transportation barriers. Without this support, many of our students will go without care altogether." Continued investment in school-based mental health services is essential to individual well-being, academic success, and long-term resilience of our youth.

We respectfully request that the US Department of Education reconsider the decision to discontinue grant funding for this critical program. Supporting school-based mental health is a concrete step toward fulfilling the administration's vision for a healthier America. Addressing mental health and well-being promptly at school helps reduce barriers to learning, ensuring that every student can thrive both academically and socially.

Thank you for your attention to this urgent matter. We look forward to your favorable response and are happy to elaborate on our successful program and its contributions to the goals set forth by the administration.

Sincerely,

Jonathan Costa
Executive Director

Dr. Judith Palmer
Program Director

Attachments:

1. Letters of Support from every Superintendent impacted by this cut:

   Barkhamsted School District
   Colebrook School District
   Explorations Charter School
   Hartland Public Schools
   New Hartford Public Schools
   The Gilbert School
   RSD 1
   RSD 7
   RSD 12
   RSD 14
   RSD 20
   Norfolk Public Schools
   Winchester Public Schools

2. EdAdvance SBMH Press Release

CC: Murray Bessette, Office of Planning, Evaluation, and Policy Development

The Barkhamsted School

INSPIRE ✦ EMPOWER ✦ SOAR

65 RIPLEY HILL ROAD
BARKHAMSTED, CONNECTICUT 06063
PHONE (860) 379-2729

KRISTEN PLOCKI
PRINCIPAL
kplocki@barkhamstedschool.org

JAMES AGOSTINE
SUPERINTENDENT
jagostine@barkhamstedschool.org

ERIKA SACHARKO
READING/CURRICULUM COORDINATOR
esacharko@barkhamstedschool.org

May 15, 2025

To Whom It May Concern:

I am writing on behalf of The Barkhamsted School, a public-school serving students in the rural town of Barkhamsted in northwestern Connecticut, to share testimony regarding the significant and measurable impact of the federally funded School-Based Mental Health Services program that has had its funding stopped.

This program has been nothing short of transformational for our students, families, and educators. In a region where access to mental health care is extremely limited—and where stigma and logistical barriers often prevent families from seeking outside help—this grant allowed us to bring critical, high-quality mental health support directly into our schools and to our students.

Thanks to this program, we have been able to:

- Employ a part-time social worker and/or a licensed mental health clinician.
- Provide trauma-informed care, crisis intervention, and ongoing counseling to students struggling with anxiety, depression, grief, and other challenges.
- Support staff with training and consultation, creating a more supportive and academic school culture which better allows students to demonstrate their meritorious learning.

We have witnessed students return to learning after major emotional setbacks, families re-engage with the school system, and teachers feel better equipped to meet the needs of their classrooms. The loss of this funding will directly harm students who rely on these services as a lifeline. Rural communities like ours already struggle with limited local resources, provider shortages, and transportation barriers. Without this support, many of our students will go without care altogether.

We respectfully urge policymakers and decision-makers to reconsider the cancellation of this vital funding stream. Continued investment in school-based mental health services is not just beneficial—it is essential to the well-being, academic success, and long-term resilience of our young people.

Thank you for your consideration and your commitment to supporting students in all communities, especially those in rural and underserved areas.

Sincerely,

James C. Agostine

Superintendent
Barkhamsted School
Barkhamsted, Ct 06063



Colebrook Consolidated School

P.O Box 9, 452 Smith Hill Rd. Colebrook, CT 06021

www.colebrookschool.org

Phone: (860) 379-2179 Fax: (860) 379-9506

Robert F. Gilbert, Superintendent

Elizabeth Driscoll, Principal

May 2, 2025

To Whom It May Concern:

I am writing on behalf of Colebrook Consolidated School, a public-school serving students in the rural town of Colebrook in northwestern Connecticut, to share testimony regarding the significant and measurable impact of the federally funded School-Based Mental Health Services program that has had its funding stopped.

This program has been nothing short of transformational for our students, families, and educators. In a region where access to mental health care is extremely limited—and where stigma and logistical barriers often prevent families from seeking outside help—this grant allowed us to bring critical, high-quality mental health support directly into our schools and to our students.

Thanks to this program, we have been able to:

- Employ a part-time social worker
- Provide trauma-informed care, crisis intervention, and ongoing counseling to students struggling with anxiety, depression, grief, and other challenges.
- Support staff with training and consultation, creating a more supportive and academic school culture which better allows students to demonstrate their meritorious learning.

We have witnessed students return to learning after major emotional setbacks, families re-engage with the school system, and teachers feel better equipped to meet the needs of their classrooms. The loss of this funding will directly harm students who rely on these services as a lifeline. Rural communities like ours already struggle with limited local resources, provider shortages, and transportation barriers. Without this support, many of our students will go without care altogether.

We respectfully urge policymakers and decision-makers to reconsider the cancellation of this vital funding stream. Continued investment in school-based mental health services is not just beneficial—it is essential to the well-being, academic success, and long-term resilience of our young people.

Thank you for your consideration and your commitment to supporting students in all communities, especially those in rural and underserved areas.

Sincerely,

Robert F. Gilbert
Superintendent
Colebrook School District

EXPLORATIONS CHARTER SCHOOL

EXPLORE - CONNECT - SUCCEED

May 14, 2025

To Whom It May Concern:

I am writing on behalf of Explorations, a public Charter school serving students from twelve towns in rural northwestern Connecticut. I wish to share testimony regarding the significant and measurable impact of the federally funded School-Based Mental Health Services program that has had its funding stopped. This program has been nothing short of transformational for our students, families, and educators. In a region where access to mental health care is extremely limited—and where stigma and logistical barriers often prevent families from seeking outside help, this grant allowed us to bring critical, high-quality mental health support directly into our schools and to our students.

Thanks to this program, we have been able to:

- Employ a part-time social counselor.
- Provide trauma-informed care, crisis intervention, and ongoing counseling to students struggling with anxiety, depression, grief, and other challenges.
- Support staff with training and consultation, creating a more supportive and academic school culture which better allows students to demonstrate their meritorious learning.

We have witnessed students return to learning after major emotional setbacks, families re-engage with the school to support student learning, and teachers feel better equipped to meet the needs of their classrooms. The loss of this funding will directly harm students who rely on these services as a lifeline. Rural communities like ours already struggle with limited local resources, provider shortages, and transportation barriers. Without this support, many of our students will go without care altogether.

We respectfully urge policymakers and decision-makers to reconsider the cancellation of this vital funding stream. Continued investment in school-based mental health services is not just beneficial, it is essential to the well-being, academic success, and long-term resilience of our young people.

Thank you for your consideration and your commitment to supporting students in all communities, especially those in rural and underserved areas.

Sincerely,

Jill E. Johnson

Jill E. Johnson
Executive Director / Principal

A Connecticut Charter School: 71 Spencer Street, Winsted, CT 06098 ~ Phone (860) 738-9070 ~ Fax (860) 738-9092
www.explorationscs.com

Hartland School
30 South Road
East Hartland, CT 06027
Tel. (860) 653-7207 - Fax (860) 844-8528



Mrs. Alissa Goguen
Principal

Mrs. Imma Canelli
Superintendent of Schools

May 14, 2025

To whom it may concern,

I am writing on behalf of Hartland School, a public-school serving students in the rural town of Hartland in northwestern Connecticut, to share testimony regarding the significant and measurable impact of the federally funded School-Based Mental Health Services program that has had its funding stopped.

This program has been nothing short of transformational for our students, families, and educators. In a region where access to mental health care is extremely limited—and where stigma and logistical barriers often prevent families from seeking outside help—this grant allowed us to bring critical, high-quality mental health support directly into our schools and to our students.

Thanks to this program, we have been able to:

- Employ a part-time social worker
- Provide trauma-informed care, crisis intervention, and ongoing counseling to students struggling with anxiety, depression, grief, and other challenges.
- Support staff with training and consultation, creating a more supportive and academic school culture which better allows students to demonstrate their meritorious learning.

We have witnessed students return to learning after major emotional setbacks, families re-engage with the school system, and teachers feel better equipped to meet the needs of their classrooms. The loss of this funding will directly harm students who rely on these services as a lifeline. Rural communities like ours already struggle with limited local resources, provider shortages, and transportation barriers. Without this support, many of our students will go without care altogether.

We respectfully urge policymakers and decision-makers to reconsider the cancellation of this vital funding stream. Continued investment in school-based mental health services is not just beneficial—it is essential to the well-being, academic success, and long-term resilience of our young people.

Thank you for your consideration and your commitment to supporting students in all communities, especially those in rural and underserved areas.

Sincerely,

Imma Canelli

Superintendent of Schools

NEW HARTFORD PUBLIC SCHOOLS

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 CONSOLIDATED
NEW HARTFORD ELEMENTARY

KELLY CARROLL, Ed.D.
PRINCIPAL
ANN ANTOLINI SCHOOL

May 5, 2025

To Whom It May Concern:

I am writing on behalf of New Hartford Public Schools, a public-school serving students in the rural town of New Hartford in northwestern Connecticut, to share testimony regarding the significant and measurable impact of the federally funded School-Based Mental Health Services program that has had its funding stopped.

This program has been nothing short of transformational for our students, families, and educators. In a region where access to mental health care is extremely limited—and where stigma and logistical barriers often prevent families from seeking outside help—this grant allowed us to bring critical, high-quality mental health support directly into our schools and to our students.

Thanks to this program, we have been able to:

- Employ a part-time social worker and/or a licensed mental health clinician.
- Provide trauma-informed care, crisis intervention, and ongoing counseling to students struggling with anxiety, depression, grief, and other challenges.
- Support staff with training and consultation, creating a more supportive and academic school culture which better allows students to demonstrate their meritorious learning.

We have witnessed students return to learning after major emotional setbacks, families re-engage with the school system, and teachers feel better equipped to meet the needs of their classrooms. The loss of this funding will directly harm students who rely on these services as a lifeline. Rural communities like ours already struggle with limited local resources, provider shortages, and transportation barriers. Without this support, many of our students will go without care altogether.

We respectfully urge policymakers and decision-makers to reconsider the cancellation of this vital funding stream. Continued investment in school-based mental health services is not just beneficial—it is essential to the well-being, academic success, and long-term resilience of our young people.

Thank you for your consideration and your commitment to supporting students in all communities, especially those in rural and underserved areas.

Sincerely,

Jeffrey Sousa
Superintendent of Schools
New Hartford Public Schools

THE GILBERT SCHOOL
HERITAGE. INNOVATION. OPPORTUNITY.

Greg P. Shugrue, Head of School

Phone: 860-379-8521 / Fax: 860-379-6163
200 Williams Avenue, Winsted, CT 06098-1190

May 2025

To Whom It May Concern,

On behalf of The Gilbert School, a school serving students in the rural community of Winsted in northwestern Connecticut, I write with deep concern and urgency to share the profound impact—and now, the devastating loss—of the federally funded *School-Based Mental Health Services* program.

This program has been nothing short of transformational for our students, their families, and our educators. In a region where access to mental health services is limited by geography, provider shortages, stigma, and transportation barriers, this grant enabled us to bring essential, high-quality mental health care directly into our school building, removing the most persistent obstacles for the children who need support the most.

Because of this funding, we were able to:

- Employ a part-time social worker and licensed mental health clinician;
- Provide trauma-informed care, crisis response, and ongoing counseling for students facing anxiety, depression, grief, and other serious mental health challenges;
- Equip our staff with critical training and consultation to build a more supportive school culture where students can recover emotionally and thrive academically.

We have seen students return to learning after emotional crises, families reconnect with our school community, and teachers regain confidence in their ability to support every child in their care. These are not small wins—they are life-changing outcomes made possible by this grant.

The loss of this funding is not an abstract policy change—it is a direct blow to students who depend on these services as their only accessible source of mental health support. Rural communities like ours cannot simply absorb this loss. The reality is stark: without this program, many of our students will go without care. Their suffering will be invisible, and their potential will be jeopardized.

We implore decision-makers to recognize what is at stake and to restore this critical funding. Investment in school-based mental health is not a luxury. It is a necessity for student wellness, academic success, and the long-term strength of our communities.

Thank you for your time, your attention, and your commitment to equity for all students, especially those in rural and underserved areas.

Sincerely,

Greg P. Shugrue, Head of School

REGION SCHOOL DISTRICT

SUPERINTENDENT OF SCHOOLS
246 Warren Turnpike Road
Falls Village, CT 06031
Central Office (860) 824-0855
mbrady-shanley@region1schools.org

May 19, 2025

To Whom It May Concern:

I am writing on behalf of Regional School District #1, a public-district serving students in the rural towns of Falls Village, Cornwall, Kent, North Canaan, Lakeville, Sharon, and Canaan in northwestern Connecticut, to share testimony regarding the significant and measurable impact of the federally funded School-Based Mental Health Services program that has had its funding stopped.

This program has been nothing short of transformational for our students, families, and educators. In a region where access to mental health care is extremely limited—and where stigma and logistical barriers often prevent families from seeking outside help—this grant allowed us to bring critical, high-quality mental health support directly into our schools and to our students.

Thanks to this program, we have been able to:

- Employ a part-time social worker and/or a licensed mental health clinician.
- Provide trauma-informed care, crisis intervention, and ongoing counseling to students struggling with anxiety, depression, grief, and other challenges.
- Support staff with training and consultation, creating a more supportive and academic school culture which better allows students to demonstrate their meritorious learning.

We have witnessed students return to learning after major emotional setbacks, families re-engage with the school system, and teachers feel better equipped to meet the needs of their classrooms. The loss of this funding will directly harm students who rely on these services as a lifeline. Rural communities like ours already struggle with limited local resources, provider shortages, and transportation barriers. Without this support, many of our students will go without care altogether.

I respectfully urge policymakers and decision-makers to reconsider the cancellation of this vital funding stream. Continued investment in school-based mental health services is not just beneficial—it is essential to the well-being, academic success, and long-term resilience of our young people.

Thank you for your consideration and your commitment to supporting students in all communities, especially those in rural and underserved areas.

Sincerely,

Melony Brady-Shanley
Superintendent
Regional School District #1
Cell Phone: 860-248-1231
Email: brady-shanley@region1schools.org

REGIONAL SCHOOL DISTRICT NO. 7
BARKHAMSTED, COLEBROOK, NEW HARTFORD, NORFOLK
Post Office Box 656, Winsted, Connecticut 06098

Steven LePage
Superintendent of Schools
slepage@nwr7.org

To Whom It May Concern:

I am writing on behalf of Northwestern Regional School District No. 7, a public regional school district serving students in the four rural towns of Barkhamsted, Colebrook, New Hartford, and Norfolk in northwestern Connecticut. I am writing to share testimony regarding the significant and measurable impact of the federally funded School-Based Mental Health Services program that has had its funding stopped.

This program has been nothing short of transformational for our students, families, and educators. In a region where access to mental health care is extremely limited—and where stigma and logistical barriers often prevent families from seeking outside help—this grant allowed us to bring critical, high-quality mental health support directly into our schools and to our students.

Thanks to this program, we have been able to:

- Employ a full-time licensed mental health clinician.
- Provide trauma-informed care, crisis intervention, and ongoing counseling to students struggling with anxiety, depression, grief, and other challenges.
- Support staff with training and consultation, creating a more supportive and academic school culture which better allows students to demonstrate their meritorious learning.

We have witnessed students return to learning after major emotional setbacks, families re-engage with the school system, and teachers feel better equipped to meet the needs of their classrooms. The loss of this funding will directly harm students who rely on these services as a lifeline. Rural communities like ours already struggle with limited local resources, provider shortages, and transportation barriers. Without this support, many of our students will go without care altogether.

We respectfully urge policymakers and decision-makers to reconsider the cancellation of this vital funding stream. Continued investment in school-based mental health services is not just beneficial—it is essential to the well-being, academic success, and long-term resilience of our young people.

Thank you for your consideration and your commitment to supporting students in all communities, especially those in rural and underserved areas.

Sincerely,

Steven LePage

Steven K. LePage
Superintendent of Schools

Northwestern Regional School District No. 7
slepage@nwr7.org

DR. LORRIE RODRIGUE
Interim Superintendent
rodriguel@region-12.org

NICOLE GRANT
Director of Finance
and Operations
grantn@region-12.org

KERI SNOWDEN
Director of Teaching,
Learning, and Assessment
snowdenk@region-12.org

REGION 12
SCHOOLS

ALLYSON O'HARA
Director of Pupil
Personnel Services
oharaa@region-12.org

DONALD O'LEARY
Director of Facilities
olearyd@region-12.org

May 19, 2025

To Whom It May Concern:

I am writing on behalf of Regional School District 12, a public-school serving students in the rural towns of Bridgewater, Roxbury and Washington in northwestern Connecticut, to share testimony regarding the significant and measurable impact of the federally funded School-Based Mental Health Services program that has had its funding stopped.

This program has been nothing short of transformational for our students, families, and educators. In a region where access to mental health care is extremely limited—and where stigma and logistical barriers often prevent families from seeking outside help—this grant allowed us to bring critical, high-quality mental health support directly into our schools and to our students.

Thanks to this program, we have been able to:

- Employ a part-time social worker and/or a licensed mental health clinician.
- Provide trauma-informed care, crisis intervention, and ongoing counseling to students struggling with anxiety, depression, grief, and other challenges.
- Support staff with training and consultation, creating a more supportive and academic school culture which better allows students to demonstrate their meritorious learning.

We have witnessed students return to learning after major emotional setbacks, families re-engage with the school system, and teachers feel better equipped to meet the needs of their classrooms. The loss of this funding will directly harm students who rely on these services as a lifeline. Rural communities like ours already struggle with limited local resources, provider shortages, and transportation barriers. Without this support, many of our students will go without care altogether.

We respectfully urge policymakers and decision-makers to reconsider the cancellation of this vital funding stream. Continued investment in school-based mental health services is not just beneficial—it is essential to the well-being, academic success, and long-term resilience of our young people.

Thank you for your consideration and your commitment to supporting students in all communities, especially those in rural and underserved areas.

Sincerely,

Lorrie Rodrigue

Dr. Lorrie Rodrigue
Superintendent

Mr. Brian Murphy
Superintendent of Schools
5 Minortown Rd. Woodbury, CT 06798 | Phone: (203) 263-4339 | Fax: (203) 263-0372
email address: bmurphy@ctreg14.org | www.ctreg14.org

May 16, 2025

Dear United States Department of Education:

I am writing on behalf of Region 14, a public-school serving students in the rural towns of Bethlehem and Woodbury in northwestern Connecticut, to share testimony regarding the significant and measurable impact of the federally funded School-Based Mental Health Services program that has had its funding stopped. This program has been nothing short of transformational for our students, families, and educators. In a region where access to mental health care is extremely limited—and where stigma and logistical barriers often prevent families from seeking outside help—this grant allowed us to bring critical, high-quality mental health support directly into our schools and to our students.

Thanks to this program, we have been able to:

- Employ a part-time social worker and/or a licensed mental health clinician.
- Provide trauma-informed care, crisis intervention, and ongoing counseling to students struggling with anxiety, depression, grief, and other challenges.
- Support staff with training and consultation, creating a more supportive and academic school culture which better allows students to demonstrate their meritorious learning.

We have witnessed students return to learning after major emotional setbacks, families re-engage with the school system, and teachers feel better equipped to meet the needs of their classrooms. The loss of this funding will directly harm students who rely on these services as a lifeline. Rural communities like ours already struggle with limited local resources, provider shortages, and transportation barriers. Without this support, many of our students will go without care altogether. We respectfully urge policymakers and decision-makers to reconsider the cancellation of this vital funding stream. Continued investment in school-based mental health services is not just beneficial—it is essential to the well-being, academic success, and long-term resilience of our young people.

Thank you for your consideration and your commitment to supporting students in all communities, especially those in rural and underserved areas.

Sincerely,

Brian Murphy
Superintendent
Region 14 School District

The Regional School District 14 Board of Education does not discriminate on the basis of race, color, religion, marital status, national/ethnic origin, age, sex, gender identity or expression, sexual orientation, or disability in its programs, activities, and employment practices as set forth in compliance with the Office of Civil Rights, Title VI, Title IX, and Section 504. Any person having inquiries concerning Regional School District 14 Public Schools' compliance with Section 504, Title VI or Title IX should contact: Dina Ericson, Director of Student Services, Regional School District 14, 5 Minortown Road., PO Box 469, Woodbury, CT 06798 (203) 263-6356.

May 2, 2025

To Whom It May Concern:

I am writing on behalf of Regional School District 20, a public-school serving students in the rural towns of Goshen, Litchfield, Morris, and Warren in northwestern Connecticut, to share testimony regarding the significant and measurable impact of the federally funded School-Based Mental Health Services program that has been discontinued.

This program has been transformational for our students, families, and educators. In a region where access to mental health care is extremely limited—and where stigma and logistical barriers often prevent families from seeking outside help—this grant allowed us to bring critical, high-quality mental health support directly into our schools and to our students.

Thanks to this program, we have been able to:

- Employ school-based mental health specialists and community-based mental health clinicians.
- Provide trauma-informed care, crisis intervention, and ongoing counseling to students struggling with anxiety, depression, grief, and other challenges.
- Support staff with training and consultation, creating a more supportive and academic school culture that allows students to demonstrate their meritorious learning.

We have witnessed students return to learning after major emotional setbacks, families re-engage with the school system, and teachers feel better equipped to meet the needs of their classrooms. The loss of this funding will directly harm students who rely on these services as a lifeline. Rural communities like ours already struggle with limited local resources, provider shortages, and transportation barriers. Without this support, many of our students will go without care altogether.

We respectfully urge policymakers and decision-makers to reconsider the cancellation of this vital funding stream. Continued investment in school-based mental health services is not just beneficial, it is essential to the well-being, academic success, and long-term resilience of our young people.

Thank you for your consideration and commitment to supporting students in all communities, especially rural and underserved areas.

Sincerely,

Jeffrey A. Villar, Ph.D.
Superintendent

NORFOLK BOARD OF EDUCATION

BOTELLE ELEMENTARY SCHOOL
128 GREENWOODS ROAD EAST
NORFOLK, CONNECTICUT 06058

MARY BETH IACOBELLI, Ed. D.
SUPERINTENDENT
E-MAIL: iacobellimb@botelleschool.org

TELEPHONE (860) 542-5553
FAX (860) 542-5576

Mary 15, 2025

To Whom It May Concern:

I am writing on behalf of Botelle School, a public-school serving students in the rural town of Norfolk in northwestern Connecticut, to share testimony regarding the significant and measurable impact of the federally funded School-Based Mental Health Services program that has had its funding stopped.

This program has been nothing short of transformational for our students, families, and educators. In a region where access to mental health care is extremely limited—and where stigma and logistical barriers often prevent families from seeking outside help—this grant allowed us to bring critical, high-quality mental health support directly into our schools and to our students.

Thanks to this program, we have been able to:

- Employ a part-time social worker and/or a licensed mental health clinician.
- Provide trauma-informed care, crisis intervention, and ongoing counseling to students struggling with anxiety, depression, grief, and other challenges.
- Support staff with training and consultation, creating a more supportive and academic school culture which better allows students to demonstrate their meritorious learning.

We have witnessed students return to learning after major emotional setbacks, families re-engage with the school system, and teachers feel better equipped to meet the needs of their classrooms. The loss of this funding will directly harm students who rely on these services as a lifeline. Rural communities like ours already struggle with limited local resources, provider shortages, and transportation barriers. Without this support, many of our students will go without care altogether.

We respectfully urge policymakers and decision-makers to reconsider the cancellation of this vital funding stream. Continued investment in school-based mental health services is not just beneficial—it is essential to the well-being, academic success, and long-term resilience of our young people.

Thank you for your consideration and your commitment to supporting students in all communities, especially those in rural and underserved areas.

Sincerely,

Dr. Mary Beth Iacobelli
Superintendent

The Norfolk Board of Education has adopted a Non-Discrimination Policy which prohibits discrimination in education on the basis of race, color, creed, sex, age, national origin, disability, religion, sexual orientation, marital status, ancestry, genetic information, veteran status, gender identity or expression or any other basis prohibited by law. This policy also covers employment practices and school programs, curriculum, class assignments or educational opportunities for students. We are committed to not using materials that may perpetuate prejudice, intolerance or negative feelings to minority groups.

Winchester Public Schools

338 Main Street, P.O. Box 648 Winsted, CT 06098
Telephone: 860-379-0706; Fax: 860-738-0638
Julie Luby, Ed.D. Superintendent of Schools

May 14, 2025

To Whom It May Concern:

I am writing on behalf of Winchester Public Schools, a public school serving students in the rural town of (here) in northwestern Connecticut, to share testimony regarding the significant and measurable impact of the federally funded School-Based Mental Health Services program that has had its funding stopped. This program has been nothing short of transformational for our students, families, and educators. In a region where access to mental health care is extremely limited—and where stigma and logistical barriers often prevent families from seeking outside help—this grant allowed us to bring critical, high-quality mental health support directly into our schools and to our students.

Thanks to this program, we have been able to:

- Employ a part-time social worker and/or a licensed mental health clinician.
- Provide trauma-informed care, crisis intervention, and ongoing counseling to students struggling with anxiety, depression, grief, and other challenges.
- Support staff with training and consultation, creating a more supportive and academic school culture which better allows students to demonstrate their meritorious learning.

We have witnessed students return to learning after major emotional setbacks, families re-engage with the school system, and teachers feel better equipped to meet the needs of their classrooms. The loss of this funding will directly harm students who rely on these services as a lifeline. Rural communities like ours already struggle with limited local resources, provider shortages, and transportation barriers. Without this support, many of our students will go without care altogether.

We respectfully urge policymakers and decision-makers to reconsider the cancellation of this vital funding stream. Continued investment in school-based mental health services is not just beneficial—it is essential to the well-being, academic success, and long-term resilience of our young people. Thank you for your consideration and your commitment to supporting students in all communities, especially those in rural and underserved areas.

Sincerely,

Julie Luby

Julie Luby, Ed.D.
Superintendent
Winchester Public Schools
860-379-0706

EdAdvance
Educate • Collaborate • Innovate

Increasing School-Based Mental Health Services in Rural Northwestern CT (SBMHS-NW CT) is a five-year initiative aimed at expanding mental health services and credentialed providers across **32** K-12 public schools. Federally funded by the U.S. Department of Education (Award # S184H220068), the project was scheduled to run from 01/01/2023 to 12/31/2027.

Currently in the third year of funding, EdAdvance successfully hired, trained, and continues to guide 16.5 social workers and counselors to support participating rural districts. We have met all federal programmatic and financial requirements and consistently received high praise from the federal program officer and partner schools.

In this school year alone, our team has led 2,400 classroom sessions on critical topics like social media awareness, character development, decision-making, and collaboration skills. Additionally, 100 students in crisis received immediate intervention, helping them regain stability and return to learning. In total, counselors conducted:

- 2,050 interactions on self-regulation,
- 3,200 on social skills,
- 1,950 on relationship-building, and
- 1,900 on responsible decision-making.

These services foster a safe, supportive school environment, equipping students with skills to manage emotions, build healthy relationships, and make responsible choices. By addressing mental health proactively, we reduce barriers to learning and enhance students' academic and social growth.

Despite these successes, the U.S. Department of Education, citing alignment conflicts with the current Administration's policies, announced the termination of our grant effective 12/31/2025—two years before its intended end. This decision would strip $3.65 million from rural mental health services, halting crucial support for vulnerable students.

We urge stakeholders to recognize the impact of this decision and advocate for the continuation of services that have proven vital for our students' well-being and success.

About EdAdvance
EdAdvance is one of Connecticut's six Regional Educational Service Centers (RESCs). Our mission as the RESC in western Connecticut is to promote the success of school districts and their communities. Collaboratively with them, we provide educational and related services. To learn more, visit www.edadvance.org.

For inquiries, contact:

Jonathan P. Costa, Sr.
Executive Director
860.567.0863 x1115
costa@edadvance.org

Dr. Judith Palmer
Director of School Climate & Mental Health Services
860.567.0863 x1175
palmer@edadvance.org

EdAdvance
Educate • Collaborate • Innovate

EdAdvance
P.O. Box 909, 355 Goshen Road
Litchfield, CT 06759-0909
www.edadvance.org

BOARD OF DIRECTORS MEETING
April 3, 2025

MINUTES

On April 3, 2025, the EdAdvance Board of Directors held a Zoom online meeting during which a quorum was present. President John Kissko called the meeting to order at 4:01 PM and recorded the following members in attendance:

1. **Roll Call**:

Name (District):
Joseph Abdella, Region 12
Deb Bell, Region 7
Kate Conetta, Danbury
Roxy Fainer, Thomaston
Christine Faressa, Watertown
John Kissko, Torrington
Sarah Robichaud, Colebrook
Kelly Tilton, Plymouth
Deirdre Tindall, New Hartford

EdAdvance Personnel:
Jonathan P. Costa, Sr., Executive Director
Lisa Bowden, Assistant Executive Director
Richard Carmelich, III, Chief Operations Officer
Tracey Lay, Chief Talent & Development Officer
Annette Miserez-Dillon, Director of Special Education
Carol Montory, Board Clerk

2. **Approval of March 6, 2025 Minutes**

Upon a motion by Sarah Robichaud, duly seconded by Deb Bell, the Board unanimously approved the minutes of the March 6, 2025 meeting.

3. **Questions and Comments from the Public:** None

4. **Communications**
   a) Written

Jonathan spoke about a letter we received from our auditors, King, King & Associates, P.C. The letter provided information related to the audit. Also included in the communications packet was an article from The Journal, a Connecticut Association of Board of Education (CABE) publication, which recommended using EdAdvance for technical and transformational support on Artificial Intelligence.

5. **Old Business:** None

6. **New Business:**

a) Action Item: Healthy Food Certification – Healthy Food Option

Upon a motion by Kelly Tilton, duly seconded by Joseph Abdella, the Board of Directors unanimously approved of EdAdvance's *Healthy Food Certification - Healthy Food Option* pursuant to C.G.S. Section 10-215f, EdAdvance certifies that all food items offered for sale to students in the schools under its jurisdiction, and not exempted from the Connecticut Nutrition Standards published by the Connecticut State Department of Education, will comply with the Connecticut Nutrition Standards during the period of July 1, 2025, through June 30, 2026. This certification shall include all food offered for sale to students separately from reimbursable meals at all times and from all sources, including but not limited to school stores, vending machines, school cafeterias, culinary programs, and any fundraising activities on school premises sponsored by the school or non-school organizations and groups.

b) Action Item: Healthy Food Certification – Food and Beverages Option

Upon a motion by Kate Conetta, duly seconded by Joseph Abdella, the Board of Directors unanimously approved of EdAdvance's *Healthy Food Certification – Food and Beverage Exemption* as stated: EdAdvance will allow the sale to students of food items that do not meet the Connecticut Nutrition Standards and beverages not listed in Section 10-221q of the Connecticut General Statutes provided that the following conditions are met: 1) the sale is in connection with an event occurring after the end of the regular school day or on the weekend; 2) the sale is at the location of the event; and 3) the food and beverage items are not sold from a vending machine or school store. An "event" is an occurrence that involves more than just a regularly scheduled practice, meeting, or extracurricular activity. For example, soccer games, school plays, and interscholastic debates are events but soccer practices, play rehearsals, and debate team meetings are not. The "regular school day" is the period from midnight before to 30 minutes after the end of the official school day. "Location" means where the event is being held and must be the same place as the food and beverage sales.

c) Presentation/Approval: Updated Board Meeting Schedule for FY 2025-2026

The 2025-2026 Board meeting schedule was updated. The October 2 meeting was moved to October 9 due to the Yom Kippur holiday occurring on October 2.

Upon a motion by Joseph Abdella, duly seconded by Deb Bell, the Board of Directors unanimously approved the meeting schedule for FY 2025-2026.

d) Presentation: Audit Report for FY 2023-2024

Rich spoke about the results of the Financial Statement, the State Single Audit, and the Federal Single Audit completed by our auditor, King, King, & Associates. There is no indication from the auditors that our agency has failed to comply with any major state or federal program requirements. Our fixed assets increased to $19,527,641. Fixed assets include land, building, vehicles, furniture, and equipment. Our notes payable increased to $11,395,310 due mainly to the change in completion of construction projects at the Early Childhood Learning Center and Dr. Jeffrey C. Kitching Regional Learning Center in Torrington.

e) Appoint: Nominating Committee for Officers for FY 2025-2026

The Board of Directors appointed the Executive Director to act as a nominating committee and proceed with bringing forward our current officers for reelection for next year. Jonathan will present the slate of officers for election at the May Board meeting.

7. Reports/Updates:

a) Executive Director – *Jonathan P. Costa, Sr.*

- Jonathan spoke about the current uncertainty being driven by policy changes in the federal government. This week, the U.S. Department of Health and Human Services (HHS) abruptly closed 5 regional Head Start offices without notice including the Boston office that we worked with. This is a challenging event that we are monitoring closely.
- Jonathan reported that he has a follow-up meeting on April 7 with Representative Leeper about the CCA funding. Senator Osten stated that if we were to receive any funding, it should come from the school choice line item.
- We learned that the federal government rolled back the extensions in the ARP ESSER funding in Connecticut. This money supported some state work that we were involved in, and it will impact us if it stands, but two other opportunities came about to replace some of this funding for the agency.
- Jonathan reminded the Board that at the May meeting there will be an executive session for his evaluation and contract. Jonathan shared his self-evaluation with the Board President John Kissko and will send it to the rest of the Board after today's meeting.

b) Professional Learning Services – *Lisa Bowden*

- Lisa reported that the Professional Learning Services team has been very busy providing curriculum instruction to our districts.
- We received an email that the ARP ESSER funding extension deadline was abruptly cancelled on March 28. This has impacted the state teacher evaluation contract for which we were providing services.

c) Business and Operations – *Richard Carmelich*

- Rich stated our Fiscal department is continuing to work on the budget. All our program directors have been asked by Jonathan to present a balanced budget for next fiscal year.
- Our Food Services department just completed a state review of the districts that we sponsor. The state reviewers commented that it was the largest review that they have conducted. The report is not complete, but we are not anticipating any problems. The next review will be in 3 years.
- Paving work is occurring at the Regional Learning Center. Once complete, it will add additional parking.
- As part of the Head Start regulations, the Grove Street location was tested for radon gas. The school side of the building tested fine, but high levels were detected on the convent side where the staff is located. The staff have been relocated to the school side. We tested for radon when we purchased the building, but possibly the construction might have caused the levels to rise. In the next week or two, mediation equipment will be installed and staff returned to their original locations.
- Our Transportation department submitted a bid on 10 runs for New Milford, and we were the low bidder on 5 of the runs. We hope to eventually pick up all of the runs.

d) Talent and Development – *Tracey Lay*

- Tracey reported that the Human Resources department has been busy with the upcoming open enrollment for healthcare benefits, hiring for the next academic year, and preparing summer and fall employment letters.

- We have been providing support to our Head Start department since the uncertainty after the closing of the Head Start Regional office in Boston.
- Our BASES program received an $18,000 Youth Mentoring Grant award from National PAL (Police Athletic League) to support youth mentoring activities at Torrington Middle School and Forbes School After School programs.
- Our Early Childhood School Readiness program was funded again. As of July 1, 2025, the state is changing the name of the program to Early Start CT.
- We had a great spirit week from March 24-28. Staff actively participated and shared many photos.
- Our March 21st agency out to the Hartford Wolfpack game was attended by 46 staff members.
- Our Spring event is scheduled for May 23. We are scaling the event back a little to keep the costs down.

e) Special Education – *Annette Miserez-Dillon*

- Annette reported that our Special Education students are completing the SAT, NGSS, and SBAC State testing.
- The RESC Alliance Professional Services team is finishing up their work on co-teaching with some districts continuing next year.
- We continue our work on the Individualized Education Program (IEP) and the Special Education Data System (CT-SEDS).

8. Adjournment

Upon a motion by Joseph Abdella, duly seconded by Deb Bell, the meeting was adjourned at 4:39 PM.

Minutes recorded by:
Carol Montory, Board Clerk

_____
Deb Bell, Secretary

NEW HARTFORD
A TOWN FOR ALL SEASONS

May 12, 2025

Erick Russell, Treasurer
State of Connecticut
Office of the Treasurer
165 Capitol Ave, Floor 2
Hartford, CT 06106

RE: CLAIM ID 8180593

Dear Treasurer Russell:

As Chief Executive Officer for the Town of New Hartford, I, Daniel V. Jerram (First Selectman), attest that Town of New Hartford School Superintendent Jeffrey Sousa has the authority to submit a claim for unclaimed property for the following:

13824523	Ann Antolini Schools, 30 Antolini Rd., New Hartford, CT
12976894	Ann Antolini Schools, 30 Antolini Rd., New Hartford, CT
12489890	Ann Antolini Media Center, 30 Antolini Rd, New Hartford, CT
7871977	New Hartford Board of Education, 30 Antolini Rd, New Hartford, CT
6393499	Ann Antolini School, 925 Litchfield Tpke, New Hartford, CT
5681381	New Hartford Elementary School, 40 Wickett St., New Hartford, CT
5202192	New Hartford Elementary School, 40 Wickett St., New Hartford, CT
5201999	Ann Antolini School, 30 Antolini Rd., New Hartford, CT

The payment can be issued to the Town of New Hartford Board of Education. Please do not hesitate to contact me at 860-379-3389 if there are any other questions regarding this matter.

ELIZABETH E DOMAS NOTARY PUBLIC MY COMM. EXP. 03/31/2028 CONNECTICUT

Respectfully,

Daniel V. Jerram

Subscribed and Sworn before me in the TOWN OF NEW HARTFORD on this 12th day of May 2025

Elizabeth E Domas

ELIZABETH E DOMAS
Notary Public, State of Connecticut
My Commission Expires 03/31/2028

Claim ID: 8180593

ERICK RUSSELL
TREASURER

State of Connecticut
Office of the Treasurer

April 08, 2025

TOWN OF NEW HARTFORD BOARD OF ED
ATTN JEFFREY SOUSA
PO BOX 315
NEW HARTFORD, CT 06057-0315

Claim ID 8180593

Dear Claimant,

Thank you for your claim submission. Our office has completed the initial review of your claim and have determined that additional information is required.

Property ID	Owner Name / Reported Address	Holder Reporting Property	Type of Property	Value
13824523	ANN ANTOLINI SCHOOLS USDA 30 ANTOLINI RD NEW HARTFORD, CT 06057	SYSCO CONNECTICUT LLC	CREDIT BAL - ACCTS RECEIVABLE	$42.00
12976894	ANN ANTOLINI SCHOOLS USDA 30 ANTOLINI RD NEW HARTFORD, CT 06057	SYSCO CONNECTICUT LLC	CREDIT BAL - ACCTS RECEIVABLE	$3.50
12489890	ANN ANTOLINI MEDIA CENTER 30 ANTOLINI RD NEW HARTFORD, CT 06057	MATTEL INC	REFUNDS DUE	$9.76
7871977	NEW HARTFORD BOARD OF EDUCATIO 30 AUTOLINI ROAD NEW HARTFORD, CT 06057-0000	GENERAL ELECTRIC COMPANY	REFUNDS DUE	$4.31
6393499	ANTOLINI SCHOOL NEW HARTFORD CT 925 LITCHFIELD TPKE NEW HARTFORD, CT 06057-3318	COCA COLA REFRESHMENTSA USA INC	ACCOUNTS PAYABLE	$109.20
5681381	NEW HARTFORD ELEMENTARY SCHOOL 40 WICKETT ST	COCA COLA REFRESHMENTSA USA INC	ACCOUNTS PAYABLE	$25.20

Property ID	Owner Name / Reported Address	Holder Reporting Property	Type of Property	Value
	NEW HARTFORD, CT 06057			
5202192	NEW HARTFORD ELEM SCHOOL 40 WICKETT ST NEW HARTFORD, CT 06057-0000	MOTOROLA INC	REFUNDS DUE	$40.00
5201999	ANN ANTONILI SCHOOL 30 ANTOLINI RD NEW HARTFORD, CT 06057-0000	MOTOROLA INC	REFUNDS DUE	$20.00

The following document(s) is/are still needed to complete the processing of your claim:

- Please provide a signed and notarized affidavit of authorization (signed by an officer or official other than yourself) stating that you are entitled to claim the reported property on behalf of the corporation or municipality.

At your earliest convenience, please return all documents listed above including a copy of this letter. Once your documents are received, your claim will move to a pending status and will be placed in order of the date received. To continue checking the status of your claim please visit www.CTBigList.gov and enter your claim identification number in the "Check Claim Status Box".

Sincerely,

Unclaimed Property Division
Office of the Treasurer
State of Connecticut