

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

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

Lacey Gover

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

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

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

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

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

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

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

**Aulay Carlson
455 West Hill Road
New Harford, CT 06057**

18 August, 2026

To: Board of Education

Dear Board:

Two years ago, the board started a reading program based on the science of reading. The aim was to improve the performance of the children in the New Hartford school system. This was a possible goal. A principal in Pennsylvania unhappy with his school's performance had started such a program. After a few months and not seeing the gains, he wanted he moved to science-based approach. Within the school year test results showed marked improvement. Nearly 60 percent of third graders were proficient in decoding words, up from about 30 percent at the beginning of the school year. The school has over 600 students and is in a low-income area.

Mississippi has a school program based on science now ranks ninth in the country in reading. Alabama ranks no 1 in math recovery and Louisiana rank first in reading recovery after the pandemic losses.

How do these states accomplish this? Money? They spend about half of what New Harford spends. So, it's not money.

Over the last ten school years, the average ELA score is 61.64 and the average math score is 52.82. If these numbers were grades, and it's fair to think of them as grades, then, the school system you are responsible for would receive a letter grade of F. But more importantly, these scores means that 40% of the students are not achieving grade level in ELA and 50% of the students are not achieving grade level in math. Now this is with 31 certified teaching staff and 32 non-certified staff helping teach. Now if you assume a class size of 20, you have a certified staff that could teach 620 students. If you include the non-certified, you're over 1200. If you look back over the last ten years, you will find the number of students meeting grade level year after year is consistent with this year's numbers. Now what do these numbers suggest? Well, it suggests that you do not have a teaching staff capable of teaching 40% of the students in ELA and 50% of the students in math.

So, the question becomes why doesn't this school show any improvement over a ten-year period. After all, over the ten-year period the number of students has gone down. The number of teaches and other staff has gone up. The budget has gone up. With all that performance has stayed the same. I read in the minutes of June 2nd board minutes that Mr. Lynch bragged that two students were graduated out of Special Ed. I don't why he thought that was important. I thought teaching was what you were supposed to do. That's what you

are getting paid to do. Now perhaps he can turn his attention to the 50% that fail grade level math and the 40% that fail grade level English.

So back to the reading question, how do those states accomplish student improvement? Money? They spend about half of what New Harford spends. So, it's not money. There is one thing that those schools must have and our school lacks and that is effective leadership. It requires leadership to change direction. It requires leadership to insist on performance. It requires leadership to hold teachers accountable. That direction starts with the Board and then to the superintendent and moves down to the principals and then to the teachers. If the superintendent can't lead nothing will change.

Sincerely,

A handwritten signature in cursive script that reads "Aulay Carlson". The ink is dark and the signature is fluid, with the first and last names being more prominent than the middle name.

Aulay Carlson

References.

- 1. Language At The Speed OF Sight, Mark Seidenberg ***
- 2. Uncovering the Logic of English, Denise Eide ***
- 3. Reading in the Brain, Stanislas Dehaene**
- 4. Proust and the Squid, Maryanne Wolf**
- 5. Kids Can't Read': The Revolt That Is Taking on the Education Establishment" was published on New York Times, Sunday, April 16, 2023.**
- 6. Hope for American Schooling, From Three Red States. New York Times Feb 15. 2026**

18 Aug 2026

Dear Members of the Board of Education,

I am writing to formally address a serious breach of statutory duty by the Superintendent and the Chair of the Board of Education. Recently, four valid Freedom of Information Act (FOIA) requests were arbitrarily and illegally denied by the Superintendent's office, a decision subsequently endorsed by the Board Chair. The requests sought four basic categories of public records:

- The number of Pre-K students legally requiring educational support.
- The number of out-of-district children attending the New Hartford District.
- The number of registered kindergarten students for the 2026-27 school year.
- Salary information for district personnel.

All of the above figures are standard data points reported to the state each year. The refusal to provide identified, aggregate demographic data—data which is routinely sent to the state—demonstrates a severe misapplication of educational privacy laws.

Prior to submitting these requests, I consulted with an individual knowledgeable in FOIA procedures to ensure the exact and correct forms were utilized. Following each subsequent denial by the district, I shared the denial letters with this same expert for review. I was advised that my requests were legally valid and that the district's denials lacked any legal standing.

Beyond the immediate statutory violation, the willful endorsement of this denial by district leadership raises significant questions regarding governance, liability, and the current standing of both the Superintendent and the Board Chair.

1. Implications for the Superintendent's Status Under Conn. Gen. Stat. § 10-157, the Superintendent is an employee of the Board of Education, tasked with acting as the executive agent of the Board and ensuring district compliance with state and federal laws. Willfully withholding definitive public records is a dereliction of administrative duty. By flagrantly violating the Connecticut FOIA, the Superintendent is unnecessarily exposing the district to legal liability, FOIC appeals, and the expenditure of taxpayer-funded legal fees to defend an indefensible position.

The Board, acting in its fiduciary and oversight capacity, must evaluate this action as a matter of performance. Deliberate non-compliance with state transparency laws constitutes grounds for formal disciplinary review, as it undermines public trust and breaches the executive obligation to execute district business lawfully.

2. Implications for the Chair's Status The Board Chair's endorsement of an illegal withholding of public information is a profound governance failure. While the Chair is an

elected official, they do not possess unilateral authority to override state statutes or shield the district from its legal transparency obligations.

Under Conn. Gen. Stat. § 1-206(b)(2), the Freedom of Information Commission (FOIC) possesses the statutory authority to impose civil penalties directly against a public official who denies access to public records "without reasonable grounds." By explicitly agreeing to withhold legally mandated information, the Chair has placed both the district and themselves at risk of FOIC sanctions.

Furthermore, while a Chair cannot be removed from the Board as an elected member without specific statutory or charter processes, the Board of Education maintains the absolute authority to organize its own leadership. A Chair who actively facilitates the violation of state law has compromised their ability to lead. The Board should critically assess whether this conduct warrants a vote of no confidence or a reorganization of board officers to restore legal compliance and institutional integrity.

3. Statutory Penalties and Financial Exposure The Board must be fully aware that the Connecticut Freedom of Information Commission (FOIC) handles appeals and enforces compliance with strict penalties that impact both the individuals involved and the taxpayers:

- **Direct Fines for Public Officials:** Under Conn. Gen. Stat. § 1-206(b)(2), the FOIC has the authority to levy civil penalties of up to \$1,000 directly against a record custodian or public official. These fines are justified if the Commission determines that a records denial was made "without reasonable grounds" or if the agency engaged in a "practice or pattern of conduct" that obstructs public access.
- **Payment of Fines and Taxpayer Burden:** While the statutory language gives the FOIC the authority to personally fine the individual official responsible for the FOIA failure in order to deter future violations, in practice, the municipality or state agency often ends up paying the fine using public funds. This means the illegal actions of the Superintendent and Chair directly risk squandering taxpayer money to cover their own non-compliance.

Required Action The full Board cannot remain passive when its executive agent and its presiding officer collude to violate state transparency laws.

I expect the requested records to be provided to me without further delay. Additionally, I request that this communication be entered into the official public correspondence for the next scheduled Board of Education meeting. I expect the full Board to review this matter in open session to determine the appropriate corrective actions regarding district leadership's adherence to state law.

I have filed formal complaints with the FOIC in Hartford and will request that civil penalties be assessed against the responsible officials. Should the requested information be provided promptly, I will inform the Commission accordingly.

Sincerely,

A handwritten signature in cursive script that reads "Aulay Carlson". The signature is written in dark ink and is positioned below the word "Sincerely,".

Aulay Carlson New Hartford, CT



Sara Voghel <voghels@newhtfd.org>

[NHTaskForce] School Option

Kristin Young <youngk@newhtfd.org>

Tue, Jul 28, 2026 at 9:22 AM

To: BOE Members <boe@newhtfd.org>

Cc: Jeffrey Sousa <sousaj@newhtfd.org>, School Facility Utilization Task Force <NHTaskForce@newhtfd.org>

Hello, Board of Ed members:

I'm passing along this communication from a New Hartford resident, Mr. Aulay Carlson, who has been very engaged with the task force. He has a suggestion for cost reduction/efficiency that is outside the scope of the task force as it involves a change in the way we are currently servicing our students.

Best,
Kristin

[Quoted text hidden]

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Kristin Young
Vice Chair, Board of Education
Chair, School Facility Utilization Task Force
New Hartford Public Schools
530 Main Street PO Box 315
New Hartford, CT 06057
youngk@newhtfd.org



9 Jul 2026 Moving 6 to region 7.docx

47K

**Aulay Carlson
455 West Hill Road
New Hartford, CT. 06057**

9 July 2026

To: School Facility Utilization Task Force

Subject: Moving 6th Grade to Region 7

There is a real and cost-effective solution to the current dilemma of the three-school problem in New Hartford. The solution is to move 6th grade to Region 7. Currently the majority of the students at Region 7 come from New Hartford. Moving 6th grade to Region 7 would mean moving 6th grade to a school where there are children they know.

What is the impact?

Transferring the 68 sixth-grade students is the critical logistical factor that allows all remaining K–5 students to fit within the Ann Antolini School. The facility capacity model accounts for the departure of the Oak Hill program, which establishes a physical maximum footprint of 22 standard classrooms. By explicitly excluding the preschool (Pre-K) population from these enrollment models, the K–5 consolidation cleanly resolves the spatial deficit and fits entirely within the existing footprint. This avoids a massive capital expenditure, as procuring and installing modular structures on the school's sloped terrain to accommodate an expanded population would require between \$1.1 million and \$1.8 million in site preparation and base costs. Furthermore, removing the 6th grade frees up six to seven classrooms at Antolini, providing the necessary capacity to close other local elementary buildings.

There is a financial benefit to the town created by moving 6th grade to Region 7. The Region 7 roof needs to be replaced. The amount of state aid is dependent on the number of students in the school. More students, then more state aid. An estimate for the roof replacement runs from \$12 million to \$14,375 million. The fewer the students at Region 7 the more of the replacement costs will fall on New Hartford.

There are two primary statutory frameworks for executing this transition:

- **Formal Regionalization (Charter Change):** This is a permanent structural shift that requires amending the Regional District 7 agreement via a four-town referendum. Under this model, the 6th grade becomes a full part of Region 7, and New Hartford absorbs a significantly larger share of the total regional budget based on an Average Daily Membership (ADM) spike. This will take years to accomplish and not a good option.
- **Tuition-Based Agreement (Contract):** Functioning as a "Cooperative Arrangement" under C.G.S. § 10-158a, this is a contract negotiated between the

New Hartford and Region 7 Boards of Education. New Hartford pays a set per-pupil tuition rate, avoiding a regional referendum and keeping parents under the legal jurisdiction of the local board, though it introduces variable budget risks based on yearly enrollment volatility.

Moving the 6th grade out of the local system replaces local operating costs with higher secondary-level regional assessments with lower overall costs for the New Hartford taxpayer.

- The outplacement cost is driven by the Region 7 per-pupil rate, which is projected between approximately \$30,000 and \$33,610.
- For the projected cohort of 55 to 68 students, this shift results in a total annual transfer cost ranging from \$1,650,000 to \$2,285,480.
- Under a tuition agreement, New Hartford still remains financially responsible for out-of-district special education costs, 1:1 aides, and Planning and Placement Team (PPT) expenditures.
- The overarching demographic projections driving these long-term financial models are calibrated using a 1.18 birth-to-kindergarten ratio and an anticipated statewide student loss of 45,000 over the next decade.

The primary financial benefit to the municipality is the ability to shutter and consolidate aging infrastructure.

- Eliminating the 6th grade directly reduces local operations by cutting three instructional sections and saving approximately \$349,413 in localized staffing.
- By making room at Antolini, the district can execute a "mothballing" strategy, closing both the Bakerville Consolidated and New Hartford Elementary schools to save on utilities, localized custodial services, and administrative overhead.
- When subtracting the new Region 7 assessment costs from the massive operational savings of closing two buildings, the net annual savings to the school budget is estimated between \$1,561,101 and \$1,690,000.
- Because the exact building-level line items are not published distinctly in the top-level district budget documents on the New Hartford Public Schools website, the operating costs below are estimated based on proportional allocations of the recently adopted \$10.53 million district budget, factoring in relative building size and staffing.
- The projections assume the consolidation and transition take effect in Fall 2026. Executing this shift requires a formal change to regionalize the grade structure to move the sixth graders, alongside the transition of the physical buildings.

• ***Table 1: Estimated 1-Year Facility Operating Costs & Net Savings***

Facility	Estimated Annual Operating Cost	Empty Building Maintenance	Estimated Net Savings (Fall 2026)
New Hartford Elementary	\$2,000,000	\$80,000	\$1,920,000

Bakerville Consolidated	\$1,500,000	\$80,000	\$1,420,000
Combined Total	\$3,500,000	\$160,000	\$3,340,000

- *Note: Operating costs are estimated baseline models derived from the total district budget. Net savings reflect the operating cost minus the fixed utility and maintenance floor required to safely mothball an empty facility.*

- **Table 2: 1-Year Cost of Sending 6th Grade to Regional School District 7**

Metric	Projected Value	Source / Methodology
Projected 6th Grade Cohort (Fall 2026)	55 Students	Advanced from current 5th-grade cohort size based on standard enrollment progression.
Region 7 Per-Pupil Tuition	\$30,000	Based on recent Regional School District 7 Board of Education financial presentations.
Total Outplacement Cost	\$1,650,000	Calculated as 55 projected students multiplied by the \$30,000 per-pupil cost.

- **Table 3: Estimated Overall Financial Impact (Fall 2026)**

Financial Action	Estimated Amount
Gross Savings (Closing both elementary schools)	+ \$3,340,000
New Expense (6th Grade to Region 7)	- \$1,650,000
Net Operational Change	+ \$1,690,000

- To move these estimates from proportional models to exact figures, the district's internal utility, individual building payroll, and day-to-day site maintenance ledgers for the upcoming academic year would need to be integrated into the final feasibility model.

To estimate the corresponding tax relief for New Hartford, the projected net savings must be measured against the town's Grand List revenue generation. Based on the town's 2026–2027 fiscal budget models, the value of one mill generates approximately \$901,512 in tax revenue. By applying the net annual savings range (\$1,561,101 to \$1,690,000) to the current value of one mill, the successful consolidation and transfer of the 6th grade would result in an estimated municipal tax reduction of **1.73 to 1.87 mills**.

This committee has an important task. You been asked to look at what is needed to support the school children of New Hartford. This is in light of the fact that at this time we have three underutilized schools. Two of which based on your studies need major repairs.

That support requirement must be done as required by “**Connecticut General Statutes (C.G.S.) § 10-220: Duties of boards of education.**” Under statue (C.G.S.) § 10-220) a Board of Education must provide the following:

“**Student Accommodations:** The board must determine the number, age, and qualifications of the pupils admitted into each school. This is where accurate demographic modeling comes into play—tracking K-6 cohort survival, adjusting for precise student in-migration rates, and analyzing raw state birthrate trends are all necessary tools for a board to fulfill its duty to accommodate its current and future student population.”

What does that mean for your duties? It requires you to define the needs of the K-6 grade cohort. Nothing else. Adding in additional space for anything is not required under the requirements of (C.G.S.) § 10-220 falls outside of your mandate. It also falls outside of what is required of the citizens of New Hartford. A non-required prekindergarten cannot be used to drive the requirements for classroom space. Your review of space required must be based on legal requirements.

Yes, children with special needs as defined under **CGS § 10-76a & § 10-76d** between 3 and five must be provide educational services. Sadly, these needs cannot be planned for since these needs arise at random. To support these children does not require keeping a school building open, simply rent a commercial building or an existing home.

I formally request that you review and define the class rooms needs as defined by (C.G.S.) § 10-220). I formally ask that this letter be posted to the task force website.

Sincerely

A handwritten signature in black ink, appearing to read "Aulay Carlson". The signature is fluid and cursive, with the first name "Aulay" written in a larger, more prominent script than the last name "Carlson".

Aulay Carlson

Attachment 1 Region 7 Estimate Roof Replacement Costs

Attachment 1

To estimate the cost of replacing the roof for the main Northwestern Regional High School/Middle School building (Regional School District 7), we can use the building's approximate footprint and the district's most recent roofing cost data.

Current Roof Size and Cost Metrics

The main Region 7 school building is approximately **250,000 square feet**.

For baseline pricing, we can look at the district's recently approved 2024 roof replacement for the Agricultural Education (Vo-Ag) building, which had a total approved budget of **\$931,000**. During the planning phase for that project, the building committee reviewed three standing seam metal roof options:

- **Rib Standing Seam:** \$48.00 per sq. ft.
- **R-Mer Span Standing Seam:** \$55.00 per sq. ft.
- **R-Mer Shield Standing Seam:** \$57.50 per sq. ft.

Estimated Replacement Cost

Applying these recent local per-square-foot costs to the 250,000-square-foot main building provides a working estimate for a full replacement using a standing seam metal roof:

Roofing Material Option	Est. Cost per Sq. Ft.	Total Estimated Cost
Basic Rib Standing Seam	\$48.00	\$12,000,000
Mid-Tier Span Standing Seam	\$55.00	\$13,750,000
Premium Shield Standing Seam	\$57.50	\$14,375,000

Note: These estimates are extrapolated from the Vo-Ag building's quotes and assume a full replacement of a 250,000 sq. ft. flat or mildly pitched roof with metal standing seam materials. Actual costs would fluctuate based on the specific roof layout, required structural repairs, abatement needs, and inflation.

To explore how these costs change with different materials or a phased replacement plan, you can use the interactive tool below.



NEW HARTFORD PUBLIC SCHOOLS

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

Jeffrey Sousa

Superintendent
of Schools

Michael Lynch

Director of Student
Services

Amy Kennedy

Principal Bakerville & New
Hartford Elementary

Kelly Carroll, Ed.D.

Principal Ann Antonini
School

August 2026

Dear Members of our New Hartford School Community,

With a full heart and an incredible sense of gratitude, I am writing to share that I have made the very difficult decision to resign from my position with the district, effective August 18, 2026.

There are moments in our professional lives when words seem inadequate to express what we are feeling. This is one of those moments. Serving this school community has been one of the greatest privileges of my professional life. Schools are not simply buildings, classrooms, schedules, programs, or budgets. **Schools are people.** They are children discovering who they are, teachers inspiring and challenging them, support staff making countless things possible behind the scenes, families entrusting us with what matters most, and a community coming together because it believes deeply in its children.

I have been extraordinarily fortunate to be part of such a community.

Students have been at the center of every decision, every conversation, every challenge, and every success. Their curiosity, humor, resilience, kindness, and determination are reminders of why we do this work. Watching students learn, grow, overcome obstacles, and discover their own strengths has been an honor I will carry with me. Our teachers cannot be thanked enough. Their dedication extends far beyond the school day and far beyond the responsibilities written in any job description. Teachers show up for children when they need someone to believe in them. They celebrate their successes, help them through their struggles, and continually work to make our schools better. I have tremendous respect for the professionalism, compassion, and commitment our teachers bring to this work every day.

Entrusting a child to a school is an extraordinary act of faith. I am grateful for the many conversations, partnerships, questions, ideas, encouragement, and even difficult moments that have made our community stronger. We may not always have agreed, but I have always appreciated the shared commitment of doing what is best for children. Public education is demanding work. It requires difficult decisions, thoughtful debate, patience, courage, and an unwavering belief that our children deserve our very best. I am grateful for the opportunity to have been part of that work.

Some professional relationships become friendships, and some experiences become memories that stay with us for a lifetime. I will remember the conversations in hallways and offices, the celebrations, the challenges we worked through together, the laughter, the long days, and the moments when we knew that, despite everything, we had made a difference. Leaving is never easy when you care deeply about the people and place you are leaving behind. That is what makes this decision so difficult. There is no perfect time to say goodbye, and there is no way to adequately capture in a letter what this community has meant to me. I leave with tremendous pride in what we have accomplished together, but even more importantly, I leave with tremendous faith in what lies ahead. I know that the work will continue. Our students will continue to learn. Our teachers will continue to inspire. Our families will continue to advocate. And this community will continue to evolve, grow, and strive for excellence.



Please know that my decision does not diminish in any way the gratitude I feel for having had the opportunity to serve. Quite the opposite. It is precisely because this community means so much to me that saying goodbye is so difficult. The greatest measure of a school is not found in its buildings, test scores, programs, or accomplishments. It is found in the lives it touches. I hope that, in some small way, my time here has made a positive difference in the lives of the students, staff, and families I have had the privilege to serve. I will carry those relationships and memories with me wherever the next chapter takes me.

Thank you for welcoming me, trusting me, challenging me, supporting me, and allowing me to be part of something much larger than myself. Most of all, thank you for allowing me to serve your children. It has been an honor. It has been a privilege. And it has been a chapter of my life for which I will always be profoundly grateful.

With sincere appreciation and a very full heart,

Jeffrey Sousa

Superintendent
New Hartford Public Schools

ARPA GRANT		*(approx)	\$100,000.00
VENDOR	DETAILS		ESTIMATES:
RIISKA	- Auditorium: Repair/ replace 2g wiremold box and outlets. Tighten loose outlets and covers. - Gym: Convert loose sg mud ring outlet to 2g duplex outlets and secure/ Tighten loose outlets. - 46N: Replace plastic plate w ss plates and tighten. - 44N: Tighten loose outlets. - 42N: Tighten outlets behind copier and replace plastic plates w ss plates. - 40N: Run circuit from panel and install breaker and add wiremold, wiremold box and quad outlet, and run wm and add duplex outlet. - Custodian rm: Replace plug in outlet extender w wm quad box. Extend box to another wm box and add gfi outlet and quad outlets. Run emt pipe to workbench and add outlets. Replace hanging light w LED troffer light. - 3E: Tighten loose outlets. Run circuit from panel add breaker. Add 2 strips of wm by back window and add 2 quad outlets. - 5E: Replace existing plugmold 4 outlet with 6' -12 outlet strip. - 7E: Same as room 5E. - 9E: Replace plastic plates w ss plates and tighten outlets. - 11E: Run circuit from panel add breaker and install wm and plugmold 6'- 12 outlet strip front of room. Replace back outlet with 6'-12 outlet strip. - 13E: Run circuit from panel add breaker add wm and plugmold 6' strip under TV. - 14E: Tighten loose outlets, replace outlet in front and back of room with 6' plugmold strip. - 12E: Convert 220v to 120v and add quad outlet at location. Replace outlet with 6' plugmold strip. 10E run circuit from panel add breaker install wm and 6' plugmold strip under TV. Replace front outlet with 6' plugmold strip. 8E replacc old plugmold 4 outlet strip with 6' 12 outlet strip. Run circuit from panel install breaker add wm and 6' plugmold strip right of TV. - 6E: Replace old 4 outlet strip with 6' 12 outlet plugmold strip. - 4E: Same as room 6E. - 15W: Replace old 4 outlet strip with 6' 12 outlet strip. - 17W: Same as room 15W. - 19W: Replace 4 outlet strip with 6' -12 outlet strip, add 6' strip off outlet in front room under TV off existing outlet. 21W extend 4 outlet strip with 6' strip. Install 6' strip off of existing outlet under TV. - 20W: Replace 4 outlet strip with 6' 12 outlet strip. - 23W: Add 6' strip off existing outlet under chalkboard. Add 6' strip off outlet behind desk. - 25W: Add 2- 6' strips off existing outlet 1 in front 1 in back of room. - 27W: Add 6' strip off front left outlet. 29W add 6'. Strip off of right side outlet. - 28W: Tighten outlets. 18W replace 4 outlet strip with 6' - 12 outlet strip. - 16W: Same as room 18W. - Add 3 phase 100A panel to accommodate East side of rooms. - Classroom GFCI outlets will be checked when working in rooms as this was not done in walk thru. - If GFCI outlet needs to be replaced it will be an extras charge of \$30 for ea. - Note all 6' strips are with 12 outlets per strip.	\$29,998.69	
MR KOETHER	ANT water heaters (4)		\$6,640.00
JGM WOODWORKS	ANT inspection, debris removal, caulk, all expansion joints		\$11,550.00
GALASSO PAVING	ANT & BAK driveway, walkway, patch parking lot OVERAGE FROM CAPITAL (43,117.38 original amount)		\$23,117.38
ANT CLASSROOM	tile and glue sent for asbestos testing - potential abatement		TBD
ANT & NHES MOLD	remediation of trace mold		\$3,400.00
NHES	roof repair (patching)		\$5,500.00
		SPENT	\$80,206.07
rev. 8.15.26		BALANCE REMAINING*	\$19,793.93

EdAdvance Food Service & New Hartford Schools welcome you to the 2026-2027 School year!

Breakfast meals are FREE for all students this year!
Lunch meals for students who qualify for Reduced meals are also FREE.

Meal Pricing:	Paid Breakfast Meal	Free
	Reduced Breakfast	Free
	Free Breakfast	Free
	Paid Lunch Meal	\$3.50
	Reduced Lunch	Free
	Free Lunch	Free
	Milk Purchased Separately	\$0.50

Families of students who are directly certified for **Free or Reduced Meals** will be receiving letters from EdAdvance to verify their status soon. We encourage anyone not directly certified who believes they may qualify for free meals to complete an application. Applications can be found on the Food Service webpage or if you would like a paper copy of the application, call us at the number below.

Meal payments or milk purchases may be made through cash or check made out to EdAdvance / New Hartford Food Service in an envelope with the child's name and teacher to the school. Parents may also go to MySchoolBucks to set up an account and make online payments.

<https://www.myschoolbucks.com>

Please note the fee has increased to \$3.75, sending cash or check through the school avoids the fee.

Questions related to School Meals may be directed to Becky Tyrrell, Food Service Director at EdAdvance at Tyrrell@EdAdvance.org or 860-567-0863 ext 1148.

Becky Tyrrell

Food Service Director

P.O. Box 909 | 355 Goshen Road, Litchfield, CT 06759
O: [860.567.0863](tel:860.567.0863) x 1148 | F: [860.567.3381](tel:860.567.3381)



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.

Governor Lamont Announces \$10.6 Million in State Grants To Strengthen In-District Special Education Programs

8/17/2026

Grants Awarded Through Connecticut's Newly Established High-Quality Special Education Incentive Grant Program

(HARTFORD, CT) – Governor Ned Lamont and Connecticut Education Commissioner Charlene M. Russell-Tucker today announced that 41 special education programs across Connecticut are receiving \$10.6 million in state grants under the first round of Connecticut's newly established High-Quality Special Education Incentive Grant Program.

This competitive grant program, which is administered by the Connecticut State Department of Education, was created by legislation proposed by Governor Lamont and approved by the Connecticut General Assembly (Public Act 25-93). It is intended to help local and regional boards of education build in-district or regional special education services that support students with disabilities and reduce reliance on out-of-district placements.

"It is important that school districts have the resources to support special education programming that allows more students to learn alongside their peers in their own communities," **Governor Lamont said**. "Over the last several years, special education services have been one of the largest cost drivers for school districts due to the increase in the number of students eligible for special education services and the rapid increase in the cost of those services, particularly for students outplaced in approved special education programs. This increased investment supports our municipalities and our students with special needs."

"Every student deserves access to high-quality learning opportunities that meet their individual needs and foster a strong sense of belonging in their school community," **Commissioner Russell-Tucker said**. "Through these grants, participating districts will receive additional resources to strengthen their capacity to develop and expand in-district special education programs that ensure students with disabilities have every opportunity to learn, grow, and thrive alongside students in their neighborhood schools."

Local and regional boards of education seeking a grant under this round were required to submit applications to the state by July 10, 2026. Under the terms of this competitive grant program, individual district applications were eligible for up to \$350,000, while collaborative proposals were eligible for up to \$500,000.

The approved grants provide approximately \$8.9 million for programmatic costs and \$1.7 million for eligible capital improvements. Programmatic funding will support planning and start-up costs, staffing, assistive technology, instructional materials, professional development, and flexible learning models, while capital funding is designated for facilities, renovations, equipment, transportation, and other infrastructure needed to support those programs.

Specific examples for programmatic grant awards include:

- Establishing a new Intensive Learning and Independence Program for Pre-K through Grade 8 students with significant disabilities who require individualized instruction, structured teaching, functional life-skills instruction, and behavioral supports. The program will provide more opportunities for students to learn and participate alongside their peers in their home school.
- Establishing therapeutic social, emotional, and behavioral support programs at two district high schools for students with disabilities to improve attendance and behavior concerns.
- Expanding inclusive co-teaching classrooms, coaching, and professional learning to increase meaningful learning opportunities for students with disabilities in general education settings to reduce out-of-district placements.

Specific examples for combined programmatic and capital improvement awards include:

- Establishing a new community-based Transition Center Education Program for students ages 18 to 22 with disabilities that will return 15 students currently in out-of-district placements to their home community. Grant funding will support construction, rental and equipment costs, instructional materials, and staffing.
- Establishing a new facility for students with emotional disabilities and autism who need additional behavioral and emotional supports, reducing the need for out-of-district placements. The program will serve students from 15 area school districts with grant funding supporting rental costs, construction, staffing, and instructional materials.

The recipients receiving grants under this first round of the High-Quality Special Education Incentive Grant Program include:

Recipient	Programming	Capital Improvement	Total Award
Andover	\$225,000	—	\$225,000

Bethany	\$321,886	—	\$321,886
Bethel/Brookfield (collaborative proposal)	—	\$500,000	\$500,000
Bozrah	\$50,000	—	\$50,000
Brooklyn	\$146,159	—	\$146,160
Canton/New Hartford	\$328,660	\$171,340	\$500,000
Connecticut Technical Education and Career System	\$325,000	\$25,000	\$350,000
East Granby	\$180,000	—	\$180,000
East Haven	\$300,800	\$2,500	\$303,300
Ellington	\$163,448	\$185,568	\$349,016
Enfield	\$20,600	\$242,000	\$262,600
Guilford	\$166,500	—	\$166,500
Hartford	\$350,000	—	\$350,000
Hebron	\$275,000	\$75,000	\$350,000
Madison	\$43,694	—	\$43,694
New Haven	\$350,000	—	\$350,000
Newtown	\$265,580	—	\$265,580
North Stonington	\$50,000	\$40,000	\$90,000
Norwich	\$350,000	—	\$350,000
Norwich Free Academy	\$175,000	\$175,000	\$350,000
Orange	\$350,000	—	\$350,000
Plainville	\$132,000	—	\$132,000
Portland	\$112,310		\$112,310
Putnam	\$315,000	—	\$315,000
Regional School District 5	\$11,000	—	\$11,000

Regional School District 10	\$95,000	\$255,000	\$350,000
Regional School District 19	\$81,664	—	\$81,664
Ridgefield	\$350,000	—	\$350,000
Simsbury	\$350,000	—	\$350,000
South Windsor	\$301,240	—	\$301,240
Southington	\$297,397	—	\$297,397
Sterling	\$281,257	—	\$281,257
Stratford	\$350,000	—	\$350,000
Thompson	\$156,422	—	\$156,422
Tolland	\$350,000	—	\$350,000
Torrington	\$187,270	—	\$187,270
Trumbull	\$216,156	\$27,500	\$243,656
Wallingford	\$71,050	—	\$71,050
West Hartford	\$350,000		\$350,000
Weston	\$124,305	—	\$124,305
Winchester	\$330,600	\$19,400	\$350,000



NEW HARTFORD PUBLIC SCHOOLS

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

Jeffrey Sousa

Superintendent
of Schools

Michael Lynch

Director of Student
Services

Amy Kennedy

Principal Bakerville & New
Hartford Elementary

Kelly Carroll, Ed.D.

Principal Ann Antolini
School

MEMORANDUM

To: Christine Hayward

From: Tim Klepps

Date: June 8, 2026

Subject: Retention Schedule Guidance for Board of Education Meeting Records

Christine,

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

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

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

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

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

Respectfully submitted,

Tim Klepps

Chairman

New Hartford Board of Education

RE: Question for Public Records Administration

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

Thu, May 28, 2026 at 3:40 PM

Hello,

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

Please let me know if you have further questions!

Best wishes,

Nicole



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

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

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

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

Question for Public Records Administration

Name of Agency/Municipality New Hartford Board of Education

Department Central Office

Email voghels@newhtfd.org

Phone Number (860) 379-8546

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

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

Thank you for your insight and guidance.

05-26-2026

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



Sara Voghel <voghels@newhtfd.org>

RE: Question for Public Records Administration

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

Fri, May 29, 2026 at 10:55 AM

Thank you Nicole!

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

[Quoted text hidden]

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Best,
Sara

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



Sara Voghel <voghels@newhtfd.org>

RE: Question for Public Records Administration

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

Fri, May 29, 2026 at 12:49 PM

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

[Quoted text hidden]

[Quoted text hidden]

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STATE OF CONNECTICUT
STATE BOARD OF EDUCATION



TO: Jeffrey Sousa, Superintendent
New Hartford Public Schools

FROM: Dr. Shuana K. Tucker
Chief Talent Officer

DATE: July 16, 2026

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

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

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

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

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

SKT:jgo

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



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Kelly Carroll, Ed.D.

Principal Ann Antolini
School

Dear Senator Murphy,

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

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

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

Thank you,

Jeffrey F. Sousa
Superintendent
New Hartford Public Schools



Vol. 1, Issue 3

Bright Futures Bulletin

Educating for Excellence

New Hartford Public Schools

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



Bakerville and New Hartford Elementary

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



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

Antolini

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



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

Report Card Update

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

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

Most Recent BOE Policy

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

Celebration of Learning

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

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

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

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



Stay Connected to NHPS

Board of Education

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

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

