



Sara Voghel <voghels@newhtfd.org>

Fwd: BOE Update: Gratitude and Next Steps

1 message

Timothy Klepps <kleppst@newhtfd.org>

Wed, Aug 19, 2026 at 5:48 PM

To: Members BOE <boe@newhtfd.org>, Sara Voghel <voghels@newhtfd.org>

Public communication below.

Begin forwarded message:

From: Saquana and Steve Seltzer <homeofseltzer@gmail.com>
Date: August 19, 2026 at 9:02:38 AM EDT
To: kleppst@newhtfd.org
Subject: Re: BOE Update: Gratitude and Next Steps

Thanks for the update and expressing all of our gratitude for a job well done by Superintendent Sousa, Tim.
Best regards,

Saquana and Steve Seltzer

On Wed, Aug 19, 2026, 08:30 Tim Klepps <kleppst@newhtfd.org> wrote:
<noname>

Gratitude and Next Steps

Dear New Hartford School Community,

On behalf of the New Hartford Board of Education, I want to express our deepest gratitude and appreciation to Superintendent Sousa following his recent decision to resign from his position with New Hartford Public Schools. During his tenure, Superintendent Sousa has made significant contributions to our school district and has demonstrated an unwavering commitment to our students, staff, families, and community. His leadership has helped advance important initiatives while keeping student achievement, school improvement, and the well-being of our students at the center of our work.

Among his many accomplishments, Superintendent Sousa has helped the district strengthen its focus on teaching and learning, advance long-term planning and strategic priorities, address important facilities and indoor air quality needs, navigate complex special education and financial challenges, and identify opportunities to improve the educational experience for every student. He has also worked diligently to position the district for continued success and sustainability in the years ahead. Perhaps most importantly, Superintendent Sousa has consistently demonstrated a genuine belief in the potential of our students and the importance of providing them with the very best educational opportunities possible. His dedication, energy,

professionalism, and willingness to tackle difficult challenges have been greatly valued by the Board of Education.

We recognize that leadership transitions are significant moments for any school community. While we are certainly saddened by Superintendent Sousa's departure, we are grateful for the time, effort, and commitment he has given to New Hartford Public Schools. We wish him every success in his future endeavors and sincerely thank him for the lasting impact he has made on our district.

Looking ahead, the Board of Education is committed to conducting a thorough and thoughtful search for our next Superintendent. We will undertake a comprehensive search process designed to identify an exceptional educational leader who shares our commitment to students, values our community, supports our outstanding staff, and is prepared to build upon the progress we have made.

We will keep the school community informed throughout the search process and will seek appropriate opportunities for input as we work to identify the best possible leader for New Hartford Public Schools.

On behalf of the entire Board of Education, I extend our heartfelt thanks to Superintendent Sousa for his service and dedication to New Hartford. We are grateful for his contributions and wish him and his family all the very best.

Sincerely,

<noname>

Tim Klepps
Chair
New Hartford Board of Education

530 Main Street | P. O. Box 315 | New Hartford, Connecticut 06057 | Phone: 860-379-8546 | Fax: 860-738-1766
<https://www.newhtfd.org/>

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<noname>

<noname>



Sara Voghel <voghels@newhtfd.org>

Fwd: Superintendent

1 message

Timothy Klepps <kleppst@newhtfd.org>

Wed, Aug 19, 2026 at 5:49 PM

To: Members BOE <boe@newhtfd.org>, Sara Voghel <voghels@newhtfd.org>

Public communication below.

Begin forwarded message:

From: Erica Mumm <emumm271@gmail.com>

Date: August 19, 2026 at 2:27:32 PM EDT

To: kleppst@newhtfd.org

Subject: Superintendent

Hi Tim, I hope this finds you well! With the announcement of the superintendent's resignation, I would like the board to consider a half time position or a joint position shared with Barkhamsted. With the enrollment decline. This feels like a more sensible and appropriate option for the new hire.

Thank you for this consideration,
Kindly,
Erica Mumm



Sara Voghel <voghels@newhtfd.org>

[NHTaskForce] Request regarding the Superintendent Search

Timothy Klepps <kleppst@newhtfd.org>

Mon, Aug 24, 2026 at 4:58 PM

To: Kristin Young <youngk@newhtfd.org>

Cc: Members BOE <boe@newhtfd.org>, NHTaskForce@newhtfd.org

Thank you Kristin,

This is a topic that I would expect any candidate to know through their evaluation and research of our district. I would also expect that this would be a discussion topic during the interview process.

Thank you,
Tim

On Aug 20, 2026, at 10:13 PM, Kristin Young <youngk@newhtfd.org> wrote:

Hello Board of Education,

On behalf of the School Facility Utilization Task Force, I'm writing to formally request that candidates in the Superintendent search be informed that the school facility utilization process is currently underway. We believe awareness of this work is important context for candidates as the district continues evaluating long-term facilities planning.

Thank you for considering this request.

Best,

Kristin

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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

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To view this discussion visit <https://groups.google.com/a/newhtfd.org/d/msgid/NHTaskForce/E673A931-3AEC-4DD3-806E-F8406A09110E%40newhtfd.org>.



Sara Voghel <voghels@newhtfd.org>

[NHTaskForce] Follow-Up: Task Force Questions to Inform School Facility Utilization Planning

Kristin Young <youngk@newhtfd.org>

Thu, Aug 20, 2026 at 10:17 PM

To: Timothy Klepps <kleppst@newhtfd.org>

Cc: BOE Members <boe@newhtfd.org>, School Facility Utilization Task Force <NHTaskForce@newhtfd.org>

Dear Tim and the BOE:

Following the task force's discussion tonight, we are requesting guidance from the Board of Education on several programming and space-planning questions that will help inform decision-making as we continue evaluating school facility utilization options.

The goal is to better understand the Board's priorities so that any future planning assumptions are aligned with educational direction, service delivery expectations, and potential long-term needs.

The task force is seeking guidance on the following questions:

1. If schools were consolidated, is separation of the gym and cafeteria considered a must-have?
2. How many pre-K classrooms should be planned for in future scenarios?
3. Does the Board of Education intend to bring life skills or other outplaced special education services back into our school buildings?
4. Is the Board open to changes in grade configuration, specifically grouping 2nd graders with 3rd-6th graders in one school?
5. Is it a priority to provide separate art and music spaces rather than continuing with combined spaces?
6. Does the Board anticipate bringing back any previously offered programs, such as world languages, theater, or similar offerings, that should be considered in long-term planning?
7. Is it a priority for the Board to consider bringing central office functions into a school building?

These questions are intended to help the task force understand what programming assumptions should be incorporated into facility planning, and where flexibility may or may not exist as options are evaluated.

We appreciate any guidance the Board can provide.

Sincerely,
Kristin

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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

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From: Jay Bailey <jabmudflap@gmail.com>

Date: August 23, 2026 at 10:23:39 PM EDT

To: Christine Hayward <CHayward@newhartfordct.gov>, Timothy Klepps <kleppst@newhtrd.org>, Penny J Miller <penny56r@aol.com>, djerram@newhartfordct.gov, Alesia Kennerson <mbgmwd@gmail.com>, kquillfoyle@newhartfordct.gov

Subject: Consolidation Crossroad

To the Boards of Education, Finance and Selectman,

We are at a crossroad where consolidating our school system's expenses will protect our town's low tax rate and help insulate New Hartford from the economic stress everyone is experier

This is not a time to spend millions on unnecessary renovations or a time to be over-staffed and over-administered.

It's becoming clear as we look closer that all our students could fit into the biggest of our 3 schools currently in use.

If you come to the conclusion that one school is too tight a fit, it would make sense to keep a second building for a long term, on-going maintenance program, allowing us to shuffle classro programs as time moves on.

We don't need a full-time superintendent, or additional administrative office space; we need to downsize across the spectrum in every way we can. .

I am opposed to the last Task Force Meeting's approval of spending more money on professional studies.

Stop wasting money; we only need to properly maintain what we have.

Jay A Bailey
575 Main St.



Sara Voghel <voghels@newhtfd.org>

Fwd: Superintendent Search Process

1 message

Timothy Klepps <kleppst@newhtfd.org>

Fri, Aug 28, 2026 at 11:03 AM

To: Members BOE <boe@newhtfd.org>

Cc: Jeff Sousa <Sousaj@newhtfd.org>, Sara Voghel <voghels@newhtfd.org>, Jonathan Costa <costa@edadvance.org>

Sharing interest from Mr. Lynch in participating with Superintendent selection.

Thank you,
Tim

Begin forwarded message:

From: Jeffrey Sousa <sousaj@newhtfd.org>

Date: August 28, 2026 at 10:24:18 AM EDT

To: Michael Lynch <lynchm@newhtfd.org>, Timothy Klepps <kleppst@newhtfd.org>

Subject: Re: Superintendent Search Process

Good morning Mike,

Thank you very much for offering your important perspective into the process to assist the Board. I have copied Tim on this correspondence for his and the Board's consideration.

Jeffrey F. Sousa
Superintendent
New Hartford Public Schools
860.379.8546
Sousaj@newhtfd.org

On Fri, Aug 28, 2026 at 9:46 AM Michael Lynch <lynchm@newhtfd.org> wrote:

Good morning Jeff,

As the board begins the search for our next superintendent, I would like to offer my support and participate in the selection process in whatever capacity would be most helpful.

Given my role as Director of Student Services and working alongside the central office team, I have a deep understanding of our district culture and the specific operational challenges our next leader will face. I believe this perspective could be a valuable asset in evaluating candidates to ensure we find the right fit for the district.

I want to respect the board's established process, but I would welcome the chance to contribute if there is an opportunity to do so.

Michael Lynch
Director of Student Services
New Hartford Public Schools
860-379-1653

Aulay Carlson
455 West Hill Road
New Hartford, CT 06057

Subject: Selecting New Hartford's Next Superintendent: A Data-Driven Approach

Dear Members of the Board of Education,

The selection of our next superintendent is one of the most critical tasks before this Board. This individual will provide the leadership that guides the education of New Hartford's children. If our school system is a pool, the superintendent is the rock thrown into it. The vital question is: what kind of ripples will they create?

To make an informed selection, the Board must look objectively at a candidate's track record. The most likely candidate will be a current principal. (If the candidate is an existing superintendent, the immediate question must be why they are eager to leave their current post). For a principal, the most meaningful indicator of leadership is at least four years of performance data, which is readily available to the public through the state's EdSight portal (<https://public-edsight.ct.gov>).

I urge the Board to evaluate candidates based on their school's four-year Smarter Balanced assessment trends:

- **Upward Growth:** If a school starts with low proficiency and scores trend upward over four years, it demonstrates positive, effective leadership.
- **Downward Trends:** Consistently declining scores reveal a lack of effective leadership.
- **Stagnant Scores:** If average or low scores do not improve over time, the candidate has acted as a placeholder rather than a leader.
- **Maintained Excellence:** If a school begins with high performance and sustains it despite changing cohorts, the candidate has proven they can maintain a high-performing environment.

Beyond state data, the Board must rigorously explore a candidate's grasp of the science of learning. This is uniquely critical regarding the science of reading. For years, evidence-based reading research was largely ignored by colleges of education, resulting in diminished literacy outcomes. There is finally a movement to correct this, and our new superintendent must be fully equipped to champion and lead this effort in New Hartford.

Thank you for your time, transparency, and commitment to our students' success.

Sincerely,

A handwritten signature in black ink that reads "Aulay Carlson". The signature is written in a cursive, flowing style.

Aulay Carlson

Possible questions for the candidate:

Part 1: Data-Driven Track Record & Leadership

1. "Looking at the state data (such as EdSight) for your school over the last four years, what is the exact trajectory of your students' math and English scores? To what specific actions do you attribute that trend?"

- **What to listen for:** A strong candidate will know their numbers immediately without making excuses. Look for leaders who take personal responsibility for the trend, rather than blaming the student cohort, the pandemic, or state testing models.

2. "If you take over a school where half the students are not scoring at grade level, what are your first three steps to change that trajectory? Can you share an example of a time you successfully moved stagnant or declining metrics?"

- **What to listen for:** Concrete, actionable steps (e.g., auditing the curriculum, reallocating intervention resources, changing the schedule). Avoid candidates who offer vague philosophical answers about "building culture" without mentioning academic interventions.

3. "If a school is already high-performing, how do you prevent the district from coasting? What metrics do you look at to ensure you are maintaining excellence rather than just acting as a placeholder?"

- **What to listen for:** A focus on sub-group data (are *all* demographics succeeding?), closing the gap for the lowest-performing quartile, and pushing top students further.

4. (For candidates who are currently Superintendents) "Given that you are already leading a district, what specific data or challenges in New Hartford made you want to move here?"

- **What to listen for:** Evidence that they have actually researched New Hartford's specific profile, rather than just looking for a lateral career move or escaping a bad situation in their current town.

Part 2: The Science of Learning & Reading

5. "Historically, many colleges of education have ignored evidence-based reading research. How do you define the 'science of reading,' and how does it differ from the models you were likely taught early in your career?"

- **What to listen for:** They should explicitly mention phonemic awareness, phonics, fluency, vocabulary, and comprehension. They should be able to articulate why older methods (like "three-cueing" or guessing words from pictures) are flawed.

6. "Transitioning a district to a science-of-reading-aligned curriculum often requires a massive culture shift for veteran teachers. How will you lead our educators through this transition and ensure the new curriculum is actually being taught?"

- **What to listen for:** A clear plan for professional development, ongoing coaching, and accountability. Strong leaders acknowledge that handing teachers a new textbook isn't enough; they need support to unlearn old methods.

7. "Beyond literacy, how do you ensure that the broader 'science of learning'—such as cognitive load theory and spacing out practice—is actively applied in our classrooms?"

- **What to listen for:** An understanding that instructional methods should be based on how the human brain actually acquires and retains information, not just



Sara Voghel <voghels@newhtfd.org>

Fwd: Superintendent Search

Timothy Klepps <kleppst@newhtfd.org>

Wed, Sep 2, 2026 at 8:50 PM

To: Sara Voghel <voghels@newhtfd.org>, Jeff Sousa <Sousaj@newhtfd.org>

Communication to the Board.

Begin forwarded message:

From: New Hartford Education Association <nheacopresident@gmail.com>

Date: September 2, 2026 at 5:30:58 PM EDT

To: buzzit@newhtfd.org, kleppst@newhtfd.org, millerp@newhtfd.org, morantek@newhtfd.org,
perottie@newhtfd.org, puzj@newhtfd.org, rodenbergf@newhtfd.org, russellt@newhtfd.org, youngk@newhtfd.org

Subject: Superintendent Search

Dear Chairman Klepps and Members of the New Hartford Board of Education,

As we begin another school year, we want to take a moment to thank you for your continued support of our students, staff, and schools. We deeply value the positive and collaborative relationship that the Board of Education and our teachers have built over the years, and we appreciate your consistent commitment to our district. This new school year has begun with a tremendous amount of positive energy throughout our schools, and we are grateful for the many people—including the Board—who help create the conditions that allow our students and staff to begin each year with enthusiasm and optimism.

It is with that same spirit in mind that we approach the important transition now facing our district. With the announcement of Mr. Sousa's resignation, we recognize that the Board must now take on an important and consequential task: selecting the next superintendent to lead the New Hartford Public Schools. We understand the significant and lasting impact this decision will have on our students, staff, families, and community.

As the leadership of the New Hartford Education Association, we respectfully request that teacher representatives have a meaningful role in the superintendent search and selection process. Our members are among the stakeholders who work closely with district leadership and who experience firsthand how a superintendent's leadership affects our schools. We believe our perspective can provide the Board with valuable insight into the qualities, leadership style, and priorities that will best support our students and staff. We have a vested interest in the continued success of our district, and hope to work collaboratively with the Board to identify the strongest possible leader for our schools.

We approach this request with the benefit of recent experience. Mr. Sousa has been an exceptionally strong superintendent, and we are grateful for the leadership he has provided to our district. His tenure has given our staff an even clearer understanding of the qualities that contribute to effective district leadership. We have seen firsthand the importance of strong communication, collaboration, trust, transparency, support for staff, and a clear commitment to students and the community. Those experiences have helped us know what our district needs and what we hope to see in our next superintendent.

We recognize and respect that the ultimate responsibility for selecting the superintendent rests with the Board of Education. At the same time, we believe the search will be strongest when it draws upon the perspectives and experiences of the people who work within our schools every day. We would appreciate an opportunity to have representatives from our membership be included in the process. We hope the Board will view this request as an opportunity for meaningful collaboration. Our goal is to contribute our knowledge, experience, and perspective in the search for a leader who shares the Board's commitment to finding the best possible future for our students, staff, and district.

Thank you again for your continued support of our schools and for the positive working relationship we share. We value the opportunity to work alongside the Board in service of our students and look forward to continuing that partnership during this important transition and in the years ahead.

With appreciation and respect,

Sarah Gaedeke and Lisa LoPresti

Co-Presidents of the New Hartford Education Association

----- Forwarded message -----

From: **The Champeau Family** <champeau.family@gmail.com>

Date: Wed, Sep 9, 2026 at 2:34 PM

Subject: Concern Regarding Removal of Elementary Classroom Transitions and Middle School Readiness

To: Timothy Klepps <kleppst@newhtfd.org>

Dear [Principal/Superintendent/Board of Education Members],

I am writing to raise a concern regarding the decision to eliminate classroom transitions for our older elementary students and, more broadly, to ask how the district intends to prepare these students for the significant structural transition they will experience when they enter middle school.

I want to distinguish this concern from simply preferring that students change classrooms. The issue is not the movement itself. The concern is that transitioning between teachers, classrooms, subjects, expectations, materials, and routines provides students with an important opportunity to begin developing the executive-function, organizational, self-advocacy, and adaptive skills that middle school will require of them every day.

There is substantial research demonstrating that the transition from elementary to middle school represents a significant developmental change. Students move from an environment with relatively high external structure and continuity to one requiring considerably greater independence. They are suddenly expected to manage multiple teachers, multiple classrooms, changing schedules, different expectations, increased workloads, materials for different subjects, assignment tracking, time management, and more independent problem-solving.

Research published through the National Institutes of Health has found that executive-function abilities measured during elementary school significantly predict students' academic and social adjustment in sixth grade. Researchers specifically identify increased class changes, workload, numbers of teachers, larger peer groups, and expectations for individual responsibility as demands requiring greater working memory, self-regulation, planning, and cognitive flexibility.

This raises an important question for our district: if we know that these demands will begin immediately upon entry into middle school, why would we remove opportunities for students to begin practicing them in the more supportive and lower-risk elementary environment?

The University of Connecticut is currently doing work directly related to this issue. UConn Health's federally funded research on the elementary-to-middle-school transition recognizes that preparation should begin during the final year of elementary school rather than waiting until children arrive in middle school. Its transition intervention includes familiarity with the middle-school environment, organizational skills, coping strategies, social skills, parent involvement, teacher consultation, and structured exposure before the transition, with support continuing after students enter middle school.

That model reflects an important developmental principle: independence is most successfully built through preparation, exposure, supported practice, and gradual release of responsibility. It should not begin with an abrupt expectation that a child demonstrate skills they have had little opportunity to practice.

This concern becomes even greater for students with ADHD, executive-function weaknesses, anxiety, learning disabilities, or other neurodevelopmental differences.

A major longitudinal study following children with ADHD through the transition to middle school found that the transition itself disrupted the normal developmental improvement in ADHD symptoms. Researchers observed increases relative to the children's prior trajectory in inattention, hyperactivity, and impulsivity during the transition. The National Institute of Mental Health specifically noted that middle school dramatically changes children's routines by introducing multiple teachers and classes, greater homework and organizational demands, and substantially more responsibility for managing their own success.

Additional research has found that among students with ADHD, some of the executive-function abilities most closely associated with academic performance are organization of materials, planning and organizing, and the ability to "shift" effectively between situations and tasks — including transitioning from one class to another. These are remarkably similar to the skills students would naturally begin practicing when they move between classrooms and teachers during their later elementary years.

For children with anxiety, the issue is different but equally important. Transition research shows that uncertainty regarding a new school environment, unfamiliar routines, teachers, peer groups, schedules, expectations, and navigation can contribute to anxiety during this developmental period. Gradual familiarity and supported exposure are established components of UConn's own transition intervention for anxious students.

For these students especially, eliminating opportunities for gradual practice can create an unfortunate sequence: the school maintains a highly stable elementary environment and then, upon middle-school entry, simultaneously introduces new classrooms, new teachers, new peers, greater academic demands, greater organizational expectations, and greater independence. That is a very large developmental jump.

I am therefore concerned not only about what has been removed, but about what has replaced it.

If our students are no longer transitioning between classrooms and teachers during their final elementary year, what structured process is now being used to teach and repeatedly practice:

- navigating transitions between subjects, teachers, and environments;
- independently managing materials for multiple classes;
- following and managing a changing schedule;
- adapting to different teachers' expectations and classroom procedures;
- recording, prioritizing, and tracking assignments from multiple teachers;
- transitioning cognitively from one subject to another;
- managing time between activities;
- recognizing when help is needed and independently seeking it;
- recovering appropriately when a material, assignment, or direction is forgotten; and
- managing the uncertainty and anxiety associated with these changes?

I am also concerned about equity between our students and the peers they will encounter when they enter middle school. Students entering that middle school from other elementary schools or districts may have already had opportunities to rotate among teachers, change classrooms for subjects, manage multiple instructional expectations, and gradually assume responsibility for their own materials and schedules. If our children have remained almost entirely within a single-classroom structure immediately before middle school, they may enter the same building on the same first day but not with the same level of experience.

That difference matters.

It could mean that while some students are simply learning a new building, our students are simultaneously learning the building AND learning for the first time how to manage multiple teachers, classrooms, expectations, transitions, materials, schedules, and independent responsibilities.

For students with ADHD, anxiety, executive-function challenges, or 504/IEP needs, that disparity may be even more consequential.

I would therefore appreciate an explanation of the educational rationale for removing the previous classroom-transition model and, importantly, what evidence or research supported that decision.

I would also like to understand:

- Why was the transition process changed?
- What developmental or educational benefits was the district seeking through that change?
- Was middle-school readiness evaluated as part of the decision?
- Were middle-school educators consulted regarding the organizational, executive-function, and independence skills they expect incoming students to possess?
- Has the district compared the transition preparation our students receive with the preparation received by students entering the same middle school from other feeder schools or districts?
- And what intentional transition curriculum has been put in place to replace the practical experience that classroom rotation previously provided?

This is not a request to make elementary school unnecessarily stressful or to recreate middle school prematurely. In fact, the goal should be the opposite: allow children to encounter these demands gradually, in a familiar environment, with teachers who know them, while mistakes remain low-stakes and adults are available to teach and reinforce the necessary skills.

The research supports preparing children before a major transition rather than waiting for the transition itself to teach them how to manage it.

Our students deserve the opportunity to enter middle school academically prepared, but they also deserve to enter organizationally, emotionally, and developmentally prepared. I would like to better understand how the district's current approach ensures that they will.

Thank you for taking this concern seriously. I look forward to understanding both the rationale for this change and the district's plan for ensuring that our children enter middle school with preparation comparable to that of their peers.

Sincerely,

Crystal Champeau

Research informing these concerns includes:

- University of Connecticut Health Center / U.S. Department of Education Institute of Education Sciences, Transitioning to Middle School Successfully research program — development of a multicomponent intervention beginning around the elementary-to-middle-school transition and addressing anxiety, organizational skills, social functioning, familiarity with the middle-school environment, parent involvement, and teacher consultation.
- Jacobson, Williford & Pianta, "The Role of Executive Function in Children's Competent Adjustment to Middle School" — research demonstrating that elementary-age executive-function abilities significantly predict sixth-grade academic and social competence and identifying the increased executive demands associated with middle school.
- Langberg et al., "The Transition to Middle School is Associated with Changes in the Developmental Trajectory of ADHD Symptomatology in Young Adolescents with ADHD" — longitudinal research demonstrating that the middle-school transition disrupted the developmental decline in ADHD symptoms.
- National Institute of Mental Health, "Age-related Decline of ADHD Symptoms Disrupted by Middle School" — describing the substantial change in environmental and organizational demands experienced by children entering middle school.

Research examining executive-function predictors of academic functioning in students with ADHD, identifying organization of materials, planning/organization, and shifting between situations and tasks as particularly relevant to academic functioning.

----- Forwarded message -----

From: **Kelly Carroll** <carrollk@newhtfd.org>

Date: Thu, Sep 10, 2026 at 2:31 PM

Subject: Inquiry regarding 6th grade

To: The Champeau Family <champeau.family@gmail.com>

CC: Jeffrey Sousa <sousaj@newhtfd.org>, Timothy Klepps <kleppst@newhtfd.org>

Dear Mr. and Mrs. Champeau,

I am happy to explain the decision to keep our 6th graders self-contained. The main drivers of this decision were instructional minutes and student achievement. Switching classes impacted the amount of instructional minutes that our students were spending in each departmentalized class. There was a measured impact affecting student achievement by forcing a middle school model in our elementary school. Keeping the students self-contained increases their instructional time, particularly in math and ELA, which are the subjects of highest importance. We needed to make this shift in order to academically prepare our 6th graders for middle school.

The shift was made after conversations with the middle school team, our regional feeder elementary schools and our administrative team. Student achievement data trends prompted our exploration into returning to self-contained classes. Self-contained 6th grade is not novel to our team. In previous years we have chosen to self-contain 6th grade. Students have more time to work deeply in each subject and teachers are able to provide small group instruction outside of the scheduled block, which cannot happen when the students are in another classroom. This model is best practice to academically provide our students with breadth and depth of the 6th grade standards. Research indicates that departmentalization, in our case, "switching classes" in elementary school disrupts a critical factor in achievement, the teacher-student relationship. We know that these relationships are essential for student growth. Additionally, from a building operations lens, forcing a middle school model into an elementary building made programming for all students challenging. Rest assured, all of our teachers have taught all subjects in previous years, so all of our kiddos are in good hands. They work very closely as a team alongside me and our curriculum coach. We have high expectations for all instructional pedagogy and will provide any and all support our teachers may need. All of these factors combined led us to know this was the right decision for our students.

I'm sure you can see that this was a very thoughtful decision. My first priority is to always do what is best for kids. I am very confident that providing them with ample instructional time will far outweigh departmentalization as we prepare them for the academic demands of middle school. However, our schedule does provide experience preparing for different teachers in multiple classrooms, as students switch for all 5 specials, lunch, recess and any individual services provided. As you know, I am always available to discuss this further. Please reach out any time.

In partnership,
Kelly

—
Kelly Reis Carroll, Ed.D
Principal
Ann Antolini School



Sara Voghel <voghels@newhtfd.org>

Fwd: New Hartford Public School Lice Notification Policy

3 messages

Timothy Klepps <kleppst@newhtfd.org>

Tue, Sep 15, 2026 at 3:43 PM

To: Members BOE <boe@newhtfd.org>, Jeff Sousa <Sousaj@newhtfd.org>, Sara Voghel <voghels@newhtfd.org>

Communication to the board.

Begin forwarded message:

[REDACTED]
Date: September 15, 2026 at 3:20:10 PM EDT

To: kleppst@newhtfd.org, sousaj@newhtfd.org

Subject: New Hartford Public School Lice Notification Policy

Hello,

[REDACTED] I am reaching out regarding the Lice Notification Policy.

This past weekend I discovered [REDACTED] had head lice. [REDACTED] was immediately treated, and checked over by the school nurse before returning to class Monday morning. It was quick and easy to address which I am very thankful for. However, I believe I can attribute that mostly to another parent who alerted me to the fact that head lice was present in the school.

I would like to request the Board of Education look in to the Lice Notification Policy. I do not believe the current policy does enough to mitigate the spread or help safe guard our children. While I can appreciate lice is not an immediate health threat, I do believe it's a large enough concern that more could be done to stop the spread.

[REDACTED] I took it upon myself to notify families. It mattered to me that those [REDACTED] had come in contact with be aware. The feedback I received was entirely positive. Every parent thanked me for notifying them, and most were frustrated the school had not.

Please consider adjusting the policy so that parents will be notified after a case is confirmed in a child's classroom.

I appreciate your time, and hope this policy will be looked over and adjusted. I believe this is a great example of how simply spreading awareness can truly be helpful.

Thank you,

[REDACTED]
Sent from my iPhone

Jeffrey Sousa <sousaj@newhtfd.org>

Tue, Sep 15, 2026 at 3:43 PM

Cc: kleppst@newhtfd.org, Sara Voghel <voghels@newhtfd.org>

[REDACTED]
Thank you for voicing your concerns and for taking the action steps to assist other families and their children. I am disheartened to hear that families were frustrated and we will do better. Fortuitously, this is on the Board's agenda this evening as a first read. It will then go to a second read for next month before being adopted. The delicate balance of

ensuring a student's privacy and protecting other students is one of the considerations we will work through as well as notification.

In appreciation.
Jeffrey F. Sousa
Superintendent
New Hartford Public Schools
860.379.8546
Sousaj@newhtfd.org

[Quoted text hidden]

Jeffrey Sousa <sousaj@newhtfd.org>
To: BOE Members <boe@newhtfd.org>

Tue, Sep 15, 2026 at 3:44 PM

Jeffrey F. Sousa
Superintendent
New Hartford Public Schools
860.379.8546
Sousaj@newhtfd.org

[Quoted text hidden]

ARPA GRANT	Phase I	*(approx)	\$99,820.00
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 replace 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	
Superior Industries	ANT CLASSROOM tile and glue sent for asbestos testing - potential abatement	TBD	
PuroClean	ANT & NHES remediation of trace mold (\$3,400 paid via 25-26 operations)		
rev. 8.15.26		\$71,306.07	
		Balance	\$28,513.93

Phase II rev. 8.15.26		
Superior Industries	ANT CLASSROOM tile and glue sent for asbestos testing - potential abatement	\$0.00
Eagle Rivet	NHES- roof repair (patching)	\$5,500.00
Phase II rev. 9.8.26		
Riiska	NHES- circuits, kitchen- run wiremold on ceiling to new panel, add 20A circuit for milk refrigerator. Tie into new panel add 20A duplex outlet. outlet conversion- 2-20A circuits, 2 quad boxes, brings circuits back to hall closet and tie into new panel. Add 24 circuit 3 phase sub panel mounted next to existing panel. Room #9 convert 220V outlet to 120V, make existing outlet a quad outlet. Add another quad outlet using wiremold on other side of room where fridge, microwave and coffee maker are.	\$9,565
Northeast Crack Filling	BAK- new paved section	\$400
Canton Village Construction	ANT- top soil around new paving	\$168.00
Superior Products Dist.	ANT - grass seed around new paving	\$121.50
EnviroMed	ANT & NHES - retesting for trace mold	\$1,426.00
Riiska	ANT - wiring and circuits for water heaters. Run 2 larger circuits from kitchen panel to new panel that needed to be replaced by back kitchen door. Install 2 bolt on 400A 2 pole breakers. Install new panel and install 2 new 40A breakers by kitchen back door. 8/4 mc wire, 2- 40A bolt breakers, 4 circuit sub-panel, 2-40A breakers, 8 THHN wire, 3/4" mc connectors, 3/4" Emt connectors, 3/3" Emt pipe, wire tiles. Wiring, switch and new circuit at intersection of East and West wings. 12/3 mc wire, mc connectors, 4" box, r/s cover, blank cover, decora outlet, switch, 8/2 mc wire, 1/2" straps, 1/2 & 3/4 connectors, 8 THHN a wire.	\$3,827.90
		\$15,508.40
	Total Phase II	\$21,008.40
	Total remaining	\$7,505.53



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

August 11, 2026

Aulay Carlson
New Hartford, CT

Re: Freedom of Information Act Request

Dear Mr. Carlson:

This letter acknowledges receipt of your Freedom of Information Act request seeking records relating to the salaries and compensation of New Hartford Public Schools personnel.

The District has reviewed your request and has processed it in accordance with the Connecticut Freedom of Information Act. The District does not need to create a specific spreadsheet or list that does not already exist. The District informs you that the salaries and departments are within the budget book located [here](#). The District is not obligated to reformat documents nor create a new document in consultation with FOIA.

Respectfully,

Jeffrey F. Sousa

Superintendent New Hartford Public Schools



NEW HARTFORD PUBLIC SCHOOLS

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Kelly Carroll, Ed.D.

Principal Ann Antolini
School

August 6, 2026

Mr. Aulay Carlson
455 West Hill Rd
New Hartford, CT 06057

Re: Connecticut Freedom of Information Act Request
Request dated July 17, 2026

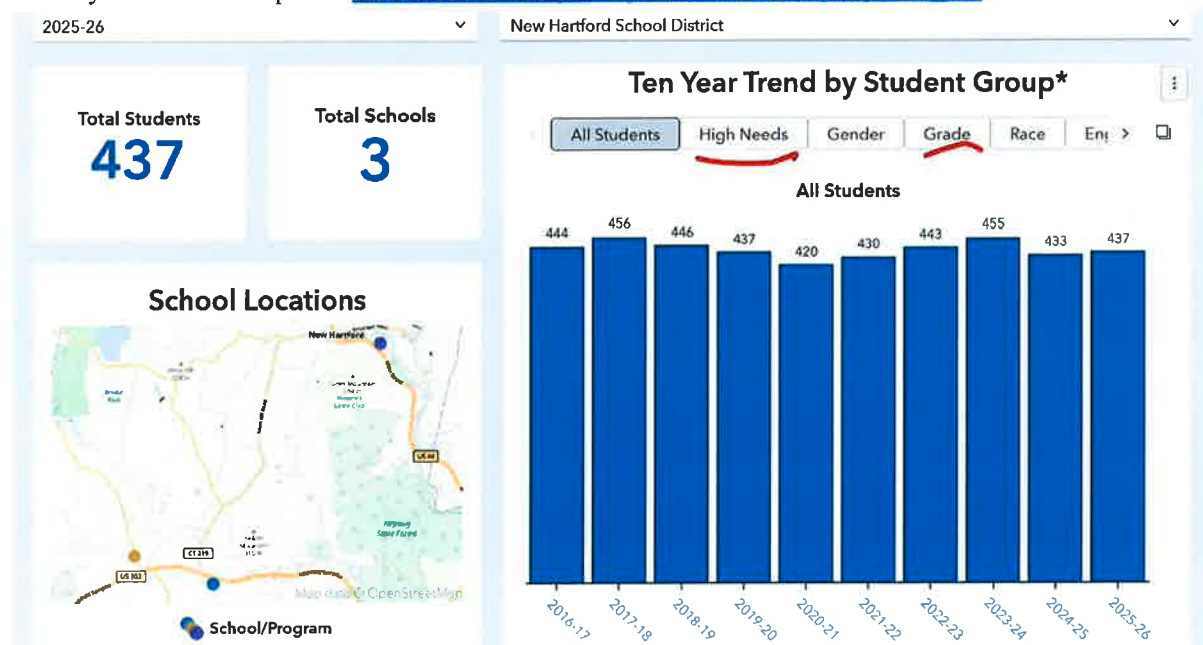
Dear Mr. Carlson:

This letter responds to your request under the Connecticut Freedom of Information Act ("CT FOIA"), C.G.S. § 1-200 et seq., received by New Hartford Public Schools on July 17, 2026. Your request sought: a digital export from the district's Student Information System ("SIS") for all currently enrolled students, limited to fields including grade level, resident/sending town, and enrollment/tuition status; the district's most recent Public School Information System ("PSIS") snapshot report submitted to the Connecticut State Department of Education ("CSDE"), specifically portions that aggregate or detail "Nexus District" or "Resident Town"; and the most recent tuition/outplacement billing summaries/ledgers or ledger balances sent to other municipalities for tuition of non-resident students currently attending New Hartford schools (with student names redacted).

After review, the District responds as follows.

SIS electronic export for currently enrolled students (non-PII fields)

You may find this data request at https://public-edsight.ct.gov/students?language=en_US.





PSIS snapshot report submitted to CSDE ("Nexus District" / "Resident Town" sections)

You may find this data request at https://public-edsight.ct.gov/students?language=en_US.

The PSIS snapshot is a report prepared and maintained in support of state reporting obligations and is not a "non-exempt" record segregable from student education record content for purposes of FOIA disclosure.

Tuition/outplacement billing records / ledger summaries sent to other municipalities

The District denies disclosure of the requested tuition/outplacement billing ledgers and summary invoices/ledger balances because the records are maintained in connection with student education records and contain (directly or indirectly) information that identifies or is reasonably capable of identifying students, even if student names are redacted, and therefore are protected under FERPA and applicable state confidentiality requirements.

Outplacements costs are outlined in the budget with an overall projected cost for \$310,000. Additionally, because of the small number of students this is considered suppressed data in accordance with FERPA.

Respectfully,

Jeffrey Sousa
Superintendent of Schools
New Hartford Public Schools

Aulay Carlson
455 West Hill Rd
New Hartford, CT 06057

17 July 17, 2026

Freedom of Information Officer / Superintendent of Schools New Hartford Public Schools

RE: Freedom of Information Act Request – Electronic Database Export & State Reporting Records

Dear Superintend or FOIA Officer ,

Under the Connecticut Freedom of Information Act (C.G.S. § 1-200 et seq.), I am requesting copies of the following existing public records maintained by the New Hartford School District.

Please note that this is not a request to answer questions or create new records. This is a request for copies of existing data maintained in your computer systems and existing reports filed with the state.

1. Student Information System (SIS) Electronic Export Pursuant to C.G.S. § 1-212(b), which governs requests for computer-stored public records, I am requesting a digital export (in CSV, Excel, or similar tabular format) from your Student Information System (e.g., PowerSchool or equivalent) for all currently enrolled students.

To ensure compliance with FERPA and C.G.S. § 1-210, **please exclude/redact all Personally Identifiable Information (PII)**, including student names, State Assigned Student Identifiers (SASID), dates of birth, and exact street addresses.

I am requesting an export containing only the following data fields for each enrolled student:

- Grade Level
- Resident Town / Sending Town
- Enrollment Type or Tuition Status (e.g., Resident, Open Choice, Special Education Outplacement, Staff Child)

Note: The FOIC has consistently ruled that querying an existing database to export non-exempt data fields does not constitute the "creation" of a new record.

2. Public School Information System (PSIS) Reports I am requesting a copy of the district's most recent Public School Information System (PSIS) snapshot report (e.g., the October Collection) submitted to the Connecticut State Department of Education

(CSDE). Please provide the sections of this report that aggregate or detail the "Nexus District" or "Resident Town" for students attending New Hartford schools.

3. Tuition and Outplacement Billing Records I am requesting copies of the most recent summary invoices, billing ledgers, or ledger balances sent to other municipalities for the tuition of non-resident students currently attending New Hartford schools. (Please redact any student names to maintain FERPA compliance).

If you believe any portion of these existing records is exempt from disclosure, please provide the non-exempt portions and cite the specific statutory exemption you are relying upon for any redactions.

If my request is denied in whole or in part, please provide a written explanation for the denial.

Thank you for your prompt attention to this matter. I look forward to receiving these records within the statutory timeframe.

Sincerely,

A handwritten signature in cursive script that reads "Aulay Carlson". The signature is written in dark ink and is positioned above the printed name.

Aulay Carlson

RE: Freedom of Information Act Request – Municipal and School Personnel Salaries

Dear Mr. Sousa

Under the Connecticut Freedom of Information Act (FOIA), I am formally requesting electronic copies of the salary and compensation records for all New Hartford Public Schools personnel.

Specifically, I am requesting a list containing the following data points for the most recently completed calendar or fiscal year:

- Employee First and Last Name
- Department and Job Title
- Gross Annual Salary or Total Compensation (including any overtime, bonuses, or stipends)

Statutory Requirement for Disclosure

The Connecticut General Statutes (C.G.S.) explicitly mandate the release of these records. C.G.S. § 1-210(a) states:

Ballotpedia

"Except as otherwise provided by any federal law or state statute, all records maintained or kept on file by any public agency, whether or not such records are required by any law or by any rule or regulation, shall be public records and every person shall have the right to (1) inspect such records promptly during regular office or business hours, (2) copy such records in accordance with subsection (g) of section 1-212, or (3) receive a copy of such records in accordance with section 1-212."

Furthermore, it is a matter of settled law in Connecticut that the statutory exemption for "personnel or medical files and similar files" under C.G.S. § 1-210(b)(2) does not apply to the gross salaries of public employees. The Connecticut Freedom of Information Commission and the Connecticut Supreme Court (*Perkins v. Freedom of Information Commission*, 228 Conn. 158 (1993)) have consistently ruled that public employee compensation is a matter of legitimate public concern. Because the public has a right to know how tax dollars are spent, gross salary information is unconditionally subject to disclosure.

CGA.ct.gov

Format and Fees

If these records are currently maintained or can be easily generated in an electronic format (such as an Excel spreadsheet, CSV, or PDF), I request that they be delivered electronically via email to eliminate copying fees.

If physical copies are strictly necessary, please inform me of any costs before proceeding. As established by C.G.S. § 1-212(a)(B), the fee for physical copies provided by municipal agencies shall not exceed fifty cents per page.

CT.GOV-Connecticut's Official State Website (.gov)

As required by statute, please provide a prompt response to this request. If you determine that any portion of this request is exempt from disclosure, please provide a written explanation citing the specific statutory exemption you are relying upon.

Thank you for your time and assistance in this matter.

Sincerely,

A handwritten signature in black ink, reading "Aulay Carlson". The signature is written in a cursive style with a large, stylized initial "A".

Aulay Carlson New Hartford, CT acitaly2011@gmail.com



Sara Voghel <voghels@newhtfd.org>

Re: Freedom of Information Request

Jeffrey Sousa <sousaj@newhtfd.org>

Fri, Jul 17, 2026 at 1:00 PM

To: Aulay Carlson <acitaly2011@gmail.com>

Cc: Sara Voghel <voghels@newhtfd.org>, Timothy Klepps <kleppst@newhtfd.org>

Good afternoon Mr. Carlson,

Under the FOIA, the BOE does not need to do research, answer questions or create records that do not already exist to respond to a request. The answer to your question does not exist in any document nor report.

Jeffrey F. Sousa
Superintendent
New Hartford Public Schools
860.379.8546
Sousaj@newhtfd.org

On Thu, Jul 16, 2026 at 12:25 PM Aulay Carlson <acitaly2011@gmail.com> wrote:

Freedom of Information Request

How many out of school district children are registered in the New Hartford School District?

"Under the Connecticut Freedom of Information Act, I am requesting a copy of the most recent enrollment report, tuition summary, or other existing public record that shows the total aggregate number of non-resident (out-of-district) students currently attending schools within the district.

If this data is categorized by grade level, sending town, or enrollment type (e.g., standard tuition, Open Choice, or special education outplacement), please provide the records showing those aggregate breakdowns.

I am requesting aggregate statistical data only. I am not seeking any personally identifiable information (PII) or individual student education records protected by FERPA. If the requested records contain PII, please redact the exempt identifying information and release the non-exempt aggregate data, as required by CGS § 1-210."

Freedom of Information Request

You may send the information to: acitalu2011@gmail.com
Aulay Carlson



Sara Voghel <voghels@newhtfd.org>

Re: Pre_k Children

Jeffrey Sousa <sousaj@newhtfd.org>

Tue, Jul 14, 2026 at 10:35 PM

To: Aulay Carlson <acitaly2011@gmail.com>

Cc: Timothy Klepps <kleppst@newhtfd.org>, Sara Voghel <voghels@newhtfd.org>, Michael Lynch <lynchm@newhtfd.org>

Greetings Mr. Carlson,

We are well aware of the process for evaluation and identification of all special education students. I have answered your question on July 9, 2026 at 12:02pm.

How many Pre-K children does the school system provide services Under **CGS § 10-76d**?

There is no precise number of students as this changes dependent on the child's 3rd birthday when the district is required to provide special education services upon qualification. Currently we are anticipating 15-22. The last presentation given by Mr. Mike Lynch was at the BOE meeting on June 2, 2026. All materials, reports and information are listed on our [website](#)., linked here for your convenience.

Jeffrey F. Sousa
Superintendent New Hartford Public Schools

On Mon, Jul 13, 2026 at 9:09 PM Aulay Carlson <acitaly2011@gmail.com> wrote:

This is a Freedom of Information Request.

For a Pre_K to receive special educational benefits there is a protocol to be followed. I have attached a copy of that protocol to this email. How many children, NUMBER ONLY, with fully documented PPTs are in the New Hartford school system.

"Under the Connecticut Freedom of Information Act, I am requesting a copy of the most recent demographic report, state filing (such as EdSight submissions), or other existing public record that shows the total aggregate number of students currently receiving special education services under CGS § 10-76d. I am requesting aggregate statistical data only. I am not seeking any personally identifiable information (PII) or individual student education records protected by FERPA. If the requested records contain PII, please redact the exempt identifying information and release the non-exempt aggregate data, as required by CGS § 1-210."

How many Pre-K children does the school system provide services Under **CGS § 10-76d**?

This is a freedom of Information Request.

You may send the request information to: acitaly2011@gmail.com

Aulay Carlson



Sara Voghel <voghels@newhtfd.org>

Re: This a Freedom of Information Request

1 message

Jeffrey Sousa <sousaj@newhtfd.org>

Thu, Jul 9, 2026 at 12:02 PM

To: Aulay Carlson <acitaly2011@gmail.com>

Cc: Timothy Klepps <kleppst@newhtfd.org>, Sara Voghel <voghels@newhtfd.org>, Michael Lynch <lynchm@newhtfd.org>

Good morning Mr. Carlson,

Thank you for your questions.

How many non Pre-K children does the school system provide services Under **CGS § 10-76d**? Approximately 80.

How many Pre-K children does the school system provide services Under **CGS § 10-76d**?

There is no precise number of students as this changes dependent on the child's 3rd birthday when the district is required to provide special education services upon qualification. Currently we are anticipating 15-22. The last presentation given by Mr. Mike Lynch was at the BOE meeting on June 2, 2026. All materials, reports and information are listed on our [website](#), linked here for your convenience.

Jeffrey F. Sousa
Superintendent
New Hartford Public Schools
860.379.8546
Sousaj@newhtfd.org

On Wed, Jul 8, 2026 at 12:41 PM Aulay Carlson <acitaly2011@gmail.com> wrote:

This a Freedom of Information Request

Mr. Sousa How many Pre-K children does the school system provide services Under **CGS § 10-76d**?

"Under the Connecticut Freedom of Information Act, I am requesting a copy of the most recent demographic report, state filing (such as EdSight submissions), or other existing public record that shows the total aggregate number of students currently receiving special education services under CGS § 10-76d.

I am requesting aggregate statistical data only. I am not seeking any personally identifiable information (PII) or individual student education records protected by FERPA. If the requested records contain PII, please redact the exempt identifying information and release the non-exempt aggregate data, as required by CGS § 1-210."

How many non Pre-K children does the school system provide services Under **CGS § 10-76d**?

How many Pre-K children does the school system provide services Under **CGS § 10-76d**?

This is a Freedom of Information Request.

Please send the requested information to Aulay Carlson

acitaly2011@gmail.com



Sara Voghel <voghels@newhtfd.org>

Re: This is a freedom of Information Request

1 message

Jeffrey Sousa <sousaj@newhtfd.org>

Mon, Jul 6, 2026 at 10:20 AM

To: Aulay Carlson <acitaly2011@gmail.com>

Cc: Timothy Klepps <kleppst@newhtfd.org>, Sara Voghel <voghels@newhtfd.org>

This information is on the website. I have already provided this information.

Jeffrey F. Sousa
Superintendent New Hartford Public Schools

On Fri, Jul 3, 2026 at 8:11 PM Aulay Carlson <acitaly2011@gmail.com> wrote:

This is a freedom of information Request.

"Under the Connecticut Freedom of Information Act, I am requesting a copy of the most recent enrollment report, demographic breakdown, or other existing public record that shows the current number of students enrolled in each grade level." Prte-k through 6 grade.

This is a freedom, of Information Request.

You may send the information to acitaly2011@gmail.com

Aulay Carlson



Sara Voghel <voghels@newhtfd.org>

Re: This is a Freedom of Information Request

1 message

Jeffrey Sousa <sousaj@newhtfd.org>

Thu, Jul 2, 2026 at 12:37 PM

To: Aulay Carlson <acitaly2011@gmail.com>, Timothy Klepps <kleppst@newhtfd.org>

Cc: Sara Voghel <voghels@newhtfd.org>, "Blair, Russell" <Russell.Blair@ct.gov>

I have responded to your inquiry.

Jeffrey F. Sousa
Superintendent
New Hartford Public Schools
860.379.8546
Sousaj@newhtfd.org

On Thu, Jul 2, 2026 at 12:36 PM Aulay Carlson <acitaly2011@gmail.com> wrote:

Again this is a FOI. My request is for the upcoming year 2026-2027 based on current school registrations, The date in the budget is for 2026-2027 without breakout. I am requesting the class size breakou. This data you have. Please provide it.

Aulay Carlson

On Thu, Jul 2, 2026 at 12:26 PM Jeffrey Sousa <sousaj@newhtfd.org> wrote:

Mr. Carlson,

Under the Freedom of Information Act, a document or report must have been created for it to be a part of public record. The document you seek is on page 7 of the 2026-2027 budget book. Click this link [here](#) for your convenience. There is no other public record created to satisfy this request that the Board retains. I have copied your request to include the FOIA commissioner as this is now the 3rd request and is becoming vexatious in nature. I responded on July 1st, 11:47am and again on July 1st, 5:15p.m. to the same inquiry.

Have a pleasant day.

Respectfully,
Jeffrey F. Sousa
Superintendent
New Hartford Public Schools
860.379.8546
Sousaj@newhtfd.org

On Thu, Jul 2, 2026 at 12:13 PM Aulay Carlson <acitaly2011@gmail.com> wrote:

Mr, Sousa: This is a Freedom of Information Request

I have gone to the website and looked for the information on class size (pre-k and grades 1 to 6) for the 2026-2027 school year and have not found it. Please provide a link to the requested information or provide the data. This is a request to a public government agency and you are required by CT law to provide this information.

Please Provide the number of preregistered and registered students in each grade to date for 2026 -2027. Include Pre-K.

This is a Freedom of Information Request
You may send the information to: acitaly2011@gmail.com
Aulay Carlson

IMPORTANT NOTICE: The information contained in this communication may be confidential or legally privileged and is intended only for the recipient named above. If the reader of this message is not the intended recipient, you are hereby notified that any dissemination, distribution or copying of this communication or its contents is strictly

prohibited. If you have received this communication in error, immediately advise the sender and delete the original and any copies from your computer system.



Sara Voghel <voghels@newhtfd.org>

Re: This is a Freedom of information Request

1 message

Jeffrey Sousa <sousaj@newhtfd.org>

Wed, Jul 1, 2026 at 5:15 PM

To: Aulay Carlson <acitaly2011@gmail.com>, Timothy Klepps <kleppst@newhtfd.org>

Cc: Sara Voghel <voghels@newhtfd.org>

Good afternoon Mr. Carlson,

This information is publicly posted and available on the District website.
I have provided you this information and will no longer respond to this type of request.

Have a nice afternoon.

Jeffrey F. Sousa
Superintendent New Hartford Public Schools

On Wed, Jul 1, 2026 at 3:20 PM Aulay Carlson <acitaly2011@gmail.com> wrote:

Mr. Sousa: This is a Freedom of Information Request

Please Provide the number of preregistered and registered students in each grade to date for 2026 -2027. Include Pre-K.

This is a Freedom of Information Request
You may send the information to: acitaly2011@gmail.com
Aulay Carlson



Sara Voghel <voghels@newhtfd.org>

Re: Freedom Of Information Request

1 message

Jeffrey Sousa <sousaj@newhtfd.org>

Tue, Jun 30, 2026 at 10:32 PM

To: Aulay Carlson <acitaly2011@gmail.com>, Timothy Klepps <kleppst@newhtfd.org>

Cc: Sara Voghel <voghels@newhtfd.org>

Good evening Mr. Carlson,
Thank you for your inquiry. All teacher certifications are found on the State website
<https://sdeportal.ct.gov/cecsfoi/foillookup.aspx>
Have a great evening.

Jeffrey F. Sousa
Superintendent New Hartford Public Schools

On Tue, Jun 30, 2026 at 3:02 PM Aulay Carlson <acitaly2011@gmail.com> wrote:
Mr. Sousa, this is a Freedom of Information Request.

This is a Freedom of Information Request
Please provide the Pre-K Certifications for the three Pre-K teachers listed in the New Hartford School system.
You may send the requested information to acitaly2011@gmail.com
Aulay Carlson
[455 West Hill Rd, New Hartford, CT 06057](#)

Over the past few budget seasons it has become clear that maintaining our facilities is competing with student educational needs. Therefore, our goal is to future proof education for the students of New Hartford by investing in our schools now.

1. If schools were consolidated, is separation of the gym and cafeteria considered a must-have? Yes. It is currently a barrier now with shared space for eating and physical education. Currently limits the amount of time our students are active. Shared space requires custodial clean up and set up. Physical education space requires breakdown and set up of equipment. More students would mean more physical education time. Cafeteria equipment impedes usable floor space for physical education. Academic programming will be impacted.
2. How many pre-K classrooms should be planned for in future scenarios? Will be based on ratios of student needs. Will be based on enrollment and demand. We have always had a waiting list when we had two sections. Three sections should be planned for. More special education preschool students are eligible for three years of preschool due to the change in Kindergarten start age. Recent information provided by the Office of Early Childhood (OEC) reported that Birth to Three referrals to the district "more than doubled between FY24 and FY25."
3. Does the Board of Education intend to bring life skills or other outplaced special education services back into our school buildings? Yes. The Encompass program could include rooms 25, 27 and 29. The collaborative grant was awarded to New Hartford/ Canton Public Schools. This does not guarantee that every outplacement will return, as the program will support students with specific needs. We will have the capability to grow and expand with various student needs.
4. Is the Board open to changes in grade configuration, specifically grouping 2nd graders with 3rd-6th graders in one school? No, without significant changes to the school programming, physical structure, additional staffing. PreK-2 is the common configuration because those grades are considered to be early childhood education that has its own set of practices for building functionality (smaller furniture, playground, bathroom facilities, staffing needs for supervision, etc). Grade 3-6 is a common configuration for upper elementary education with similar considerations for programming and facilities. 2-6 configuration is not ideal nor recommended.
5. Is it a priority to provide separate art and music spaces rather than continuing with combined spaces? Yes, we are seeking to improve the quality of our programming and offerings to our students. When students attend specials, our staff is engaged in professional learning and

planning for instruction. Art, music, p.e., library will all lose significant time in instructional time, again negatively impacting student learning and experiences. Ensuring a place for each special ensures that both students and staff receive the time necessary to succeed.

6. Does the Board anticipate bringing back any previously offered programs, such as world languages, theater, or similar offerings, that should be considered in long-term planning? The Board is always interested in expanding enrichment offerings.

7. Is it a priority for the Board to consider bringing central office functions into a school building? Central Office is six people running the functions of the school district. It promotes collaborative efforts instead of disconnect between district leadership and staff. Currently, inefficiency in travel time is a barrier. Seeing the work is more powerful than being disconnected from it.