

**NEW HAVEN PUBLIC SCHOOLS
NEW HAVEN, CONNECTICUT**

INFORMATION ONLY: PERSONNEL REPORT OF THE SUPERINTENDENT Sept 25, 2023

RETIREMENT – Administrator:

<u>Name</u>	<u>Assignment:</u>	<u>Effective Date</u>
Mia Edmonds-Duff	Principal Clemente Leadership Academy General Funds 19044042-50113	12/01/2023

RESIGNATION– Teachers:

<u>Name</u>	<u>Assignment:</u>	<u>Effective Date</u>
Donna Carlson	Math/Science Betsy Ross Arts Magnet School Inter-District Funds 27041155-50115	08/28/2023
Adam Donroe	School Social Worker Itinerant General Funds 19049364-50115	08/07/2023
Natalie Ellwanger	Literacy Coach Mauro/Sheridan Magnet School Inter-District Funds 27041019-50115	08/14/2023
Elizabeth Trejo	Grade 3 FAME General Funds 19041041-50115	10/05/2023
Ahmad Ward	Grade 5 Betsy Ross Arts Magnet School General Funds 19041055-50115	09/15/2023
Gina Impronto	Special Education Barnard Magnet School General Funds 19049002-50115	08/09/2023

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Emily Cipriano-Shirreffs	Instructional Coach King/Robinson Magnet School Inter-District Funds 27041030-50115	09/18/2023
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RESIGNATION– Paraprofessional Staff:

<u>Name</u>	<u>Assignment:</u>	<u>Effective Date</u>
Erika Erkard	Pre-K Assistant Teacher Dr. Reginald Mayo Early Learning Center Head Start PA 22 Basic 25325279-81-50128	08/28/2023

RETIREMENT – Non-Instructional Staff:

<u>Name</u>	<u>Assignment:</u>	<u>Effective Date</u>
James Kopcik	Project Leader Gateway General Funds 19047200-50118	11/17/2023
Edith McGee	General Worker John C. Daniels Food Service 25215200-50126	09/08/2023

TRANSFER– Teacher (Pending Certification):

<u>Name</u>	<u>From</u>	<u>To</u>	<u>Effective Date</u>
Marta Ferreiro	Bilingual John C. Daniels Magnet School ESSER II Funds 25526363-50115	Bilingual Fair Haven School Replacing: Monica Reyes General Funds 19041216-50115	08/29/2023

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TRANSFERS– Paraprofessional Staff:

<u>Name</u>	<u>From</u>	<u>To</u>	<u>Effective Date</u>
Katrina Martinez	Head Start Assistant Teacher Truman School Head Start PA 22 Basic 25325279-29-50128	Head Start Assistant Teacher John S. Martinez Replacing: Maria Sein Head Start PA 22 Basic 25325279-08-50128	08/31/2023
Maria Sein	Head Start Assistant Teacher John S. Martinez Head Start PA 22 Basic 25315252-08-50128	Head Start Assistant Teacher John S. Martinez Replacing: Rosa Alvis Alvarado Head Start PA 22 Basic 25315252-08-50128	08/31/2023
Keila Smalls	Head Start Assistant Teacher Jepson Magnet School Head Start PA 22 Basic 25325279-18-50128	Head Start Assistant Teacher Truman School Replacing: Dyann Monroe Head Start PA 22 Basic 25325279-29-50128	08/31/2023
Lejla Twaite	Special Education Assistant Teacher Brennan Rogers Magnet School General Funds 19049042-50128	Grade 1 Assistant Teacher Brennan Rogers Magnet School Replacing: Patricia Williams General Funds 19049021-50128	09/13/2023

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FAMILY & MEDICAL LEAVE ACT: LEAVE OF ABSENCE REPORT

The following are listed for information only, having met the requirements for absence under the Family & Medical Leave Act. The dates listed are estimates only. They will remain on payroll so long as they have accrued sick days.

FMLA LEAVE OF ABSENCE – Administrator:

<u>Name</u>	<u>Assignment</u>	<u>Effective Date</u>
Stephanie Paris-Cooper	Assistant Principal Adult Education Center General Funds 19044053-50113	08/31/2023-09/15/2023
Kerry Courcey	Assistant Principal Mauro/Sheridan Magnet School General Funds 19044019-50113	09/06/2023-11/03/2023
Gildemar Herrera	Director Information Technology Gateway General Funds 19047200-50118	08/01/2023-08/22/2023

FMLA LEAVE OF ABSENCE – Teachers:

<u>Name</u>	<u>Assignment</u>	<u>Effective Date</u>
Elizabeth Reyes	Pre-K Ross/Woodward Magnet School Inter-District Funds 27041010-50115	08/28/2023-11/22/2023
Melissa Hanley	Special Education Conte West Hills Magnet School General Funds 19049031-50115	08/28/2023-10/20/2023
Ebony Mcclease	Special Education Wilbur Cross High School General Funds 19049061-50115	08/31/2023-10/31/2023
Ismael Ortiz	Physical Education High School in the Community Inter-District Funds 27040366-50115	09/15/2023-10/13/2023

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Alaric Gee	Talented and Gifted Itinerant General Funds 19042098-50115	09/06/2023-09/29/2023
Mimi Bryant	Pre-K Davis Magnet School General Funds 19041009-50115	08/28/2023-11/22/2023
Gina Coleman	Grade 2 Jepson Magnet School Inter-District Funds 27041018-50115	08/28/2023-11/22/2023
Rosalie Carr	Grade 5 Fair Haven School General Funds 19041016-50115	08/28/2023-10/20/2023
Alison Doyon	Administrative Intern ESUMS Inter-District Funds 27041017-50115	08/28/2023-09/08/2023
Pasquale Delucia	Special Education Riverside Academy General Funds 19049091-50115	08/28/2023-10/31/2023

FMLA LEAVE OF ABSENCE EXTENSION – Teacher:

<u>Name</u>	<u>Assignment</u>	<u>Effective Date</u>
Jennifer Carson	Business Hill Regional Career High School General Funds 19042363-50115	08/28/2023-09/29/2023

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FMLA LEAVE OF ABSENCE – Paraprofessional Staff:

<u>Name</u>	<u>Assignment</u>	<u>Effective Date</u>
Jarxel Dajer	Special Education Assistant Teacher John S. Martinez General Funds 19049062-50128	08/31/2023-11/28/2023
Martha Gould	Special Education Assistant Teacher Wilbur Cross High School General Funds 19049061-50128	09/01/2023-11/22/2023
Richard Schweizer	Special Education Assistant Teacher Wilbur Cross High School Idea Part B Entitlement 25045034-50128	08/31/2023-11/28/2023

FMLA LEAVE OF ABSENCE – Non-Instructional Staff:

<u>Name</u>	<u>Assignment</u>	<u>Effective Date</u>
Antoinette De Barros	Building Manager Grade Schools-Custodial General Funds 19047407-50121	09/01/2023-11/29/2023

INTERMITTENT FMLA LEAVE OF ABSENCE – Administrator:

<u>Name</u>	<u>Assignment</u>	<u>Effective Date</u>
Margaret Gethings	Principal Worthington Hooker School General Funds 19044038-50113	08/31/2023-06/30/2024
Gildemar Herrera	Director Information Technology Gateway General Funds 19047200-50118	08/23/2023-08/01/2024

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INTERMITTENT FMLA LEAVE OF ABSENCE – Teachers:

<u>Name</u>	<u>Assignment</u>	<u>Effective Date</u>
Angelina Dusa	Guidance Counselor John S. Martinez General Funds 19042008-50115	08/25/2023-06/30/2024
Jessica Walsh	Read 180 Edgewood Magnet School General Funds 19041312-50115	08/28/2023-12/22/2023

INTERMITTENT FMLA LEAVE OF ABSENCE – Paraprofessional Staff:

<u>Name</u>	<u>Assignment</u>	<u>Effective Date</u>
Monique Coward	Pre-K Assistant Teacher Lincoln Bassett School Pre School Incentive 25045035-50128	08/31/2023-06/30/2024

MEDICAL LEAVE OF ABSENCE – Teacher:

<u>Name</u>	<u>Assignment</u>	<u>Effective Date</u>
Cheryl Luzzi	Grade 1 Barack Obama Magnet School General Funds 19041028-50115	08/28/2023-12/01/2023

MEDICAL LEAVE OF ABSENCE – Paraprofessional Staff:

<u>Name</u>	<u>Assignment</u>	<u>Effective Date</u>
Mary Walters	Special Education Assistant Teacher Brennan Rogers Magnet School Idea Part B Entitlement 25045034-50128	08/31/2023-12/22/2023

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MEDICAL LEAVE OF ABSENCE – Non-Instructional Staff:

<u>Name</u>	<u>Assignment</u>	<u>Effective Date</u>
Ana Hernandez	Administrative Assistant Gateway Idea Part B Entitlement 25045034-50124	08/02/2023-09/29/2023

RETURN OF LEAVE OF ABSENCE – Administrator:

<u>Name</u>	<u>Assignment</u>	<u>Effective Date</u>
Sabrina Breland	Principal East Rock Magnet School General Funds 19044046-50113	09/15/2023
Stephanie Paris-Cooper	Assistant Principal Adult Education Center General Funds 19044053-50113	09/18/2023

RETURN OF LEAVE OF ABSENCE – Teacher:

<u>Name</u>	<u>Assignment</u>	<u>Effective Date</u>
Elizabeth Demsky	Guidance Counselor Wilbur Cross High School General Funds 19042061-50115	09/25/2023
Zanniece Smith	Special Education Ross/Woodward Magnet School General Funds 19049010-50115	08/28/2023
Laura Tortora	Kindergarten Worthington Hooker School General Funds 19041038-50115	02/27/2023
Melissa Hatton	Business Adult Education Center General Funds 19046353-50115	08/28/2023

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Dawn Kountz	Talented and Gifted Itinerant General Funds 19042098-50115	08/28/2023
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RETURN OF LEAVE OF ABSENCE – Non-Instructional Staff:

<u>Name</u>	<u>Assignment</u>	<u>Effective Date</u>
Lauren Chicoski	School Recruitment Coordinator Metropolitan Business Academy Inter-District Funds 27041060-50118	08/11/2023
Thomas Levenduski	Building Manager Grade Schools-Custodial General Funds 19047412-50121	07/17/2023

**CORRECTION/CHANGE ITEMS: The following items are previous Board Actions approved.
The action items below represent all the necessary changes and/or corrections.**

CHANGE IN FUNDING– Teachers:

<u>Name</u>	<u>From</u>	<u>To</u>
Dianna Carter	25176262-50115	27041066-50115
Caterina Calamone	25176263-50115	27041030-50115

**Dr. Madeline Negrón
Superintendent of Schools**



NEW HAVEN PUBLIC SCHOOLS

Board of Education Committee Meeting

SUMMARY OF MOTIONS

New Haven Board of Education Regular Meeting

September 11, 2023

- 145-23:* **Motion to approve Board Meeting Minutes for August 28, 2023 by Mayor Elicker, seconded by Dr. Joyner (Motion Passed)**
Ms. Rivera, abstain; Mr. Wilcox, yes; Dr. Joyner, yes; Mayor Elicker, yes; Dr. Benitez, yes; Dr. Yarborough, yes; Mr. Goldson, yes; Mr. Musser, yes.
- 146-23:* **Motion to approve CSDE Authorized signatures Change Form ED-099 Agreement for Child Nutrition Programs by Dr. Joyner, seconded by Dr. Benitez (Motion Passed)**
Ms. Rivera, yes; Mr. Wilcox, yes; Dr. Joyner, yes; Mayor Elicker, yes; Dr. Benitez, yes; Dr. Yarborough, yes; Mr. Goldson, yes; Mr. Musser, yes.
- 147-23* **Motion to approve Superintendent Personnel Report by Dr. Joyner seconded by Dr. Benitez. (Motion Passed)**
Ms. Rivera, yes; Mr. Wilcox, yes; Dr. Joyner, yes; Mayor Elicker, yes; Dr. Benitez, yes; Dr. Yarborough, yes; Mr. Goldson, yes; Mr. Musser, yes.
- 148-23* **Motion to approve 2 Abstracts, 12 Agreements, 2 Contracts and 2 Purchase Orders as recommended by the Finance & Operations Committee by Mr. Wilcox seconded by Dr. Yarborough. (Motion Passed)**
Ms. Rivera, yes; Mr. Wilcox, yes; Dr. Joyner, yes; Mayor Elicker, yes; Dr. Benitez, yes; Dr. Yarborough, yes; Mr. Goldson, yes; Mr. Musser, yes.
- 149-23* **Motion to adjourn by Mr. Wilcox seconded by Dr. Benitez meeting adjourned at 7:14pm.**
Ms. Rivera, yes; Mr. Wilcox, yes; Dr. Joyner, yes; Mayor Elicker, yes; Dr. Benitez, yes; Dr. Yarborough, yes; Mr. Goldson, yes; Mr. Musser, yes.



NEW HAVEN PUBLIC SCHOOLS
New Haven, Connecticut

NEW HAVEN BOARD OF EDUCATION MEETING

Monday September 26, 2023

ACTION ITEMS

A. INFORMATION ONLY:

1. Agreement with Common Ground to provide outdoor learning spaces, field trips and family engagement programs for students at Edgewood School, from October 1, 2023 to June 30, 2024, in an amount not to exceed \$11,350.00.
Funding Source: ARP ESSER III Carryover Program Acct. #2553-6399-56694-0012
2. Purchase Order with Diligent to provide the Board Docs software management for Board and Committee meeting website development, from September 25, 2023 to June 30, 2024, in an amount not to exceed \$18,000.00.
Funding Source: 2023-2024 Operating Budget Acct. #: 190-47200-52265
3. Revenue Agreement with Westville Seafood LLC to conduct a concession at the Floyd Little Athletic Center for the sale of food, non-alcoholic beverages and sundries, from September 1, 2023 to June 30, 2024, district to receive up to \$16,000.00 total. (3 payments of \$5,000/including a utility payment of \$1,000.)
4. Purchase Order with Utility Communications under State Contract 19PSX0088 to provide security system updates for Milestone program, from September 25, 2023 to June 30, 2024 in an amount not to exceed \$2,100.00.
Funding Source: 2023-2024 Capital Projects Acct. #3C24-2461-58101



NEW HAVEN PUBLIC SCHOOLS
New Haven, Connecticut

NEW HAVEN BOARD OF EDUCATION FINANCE & OPERATIONS COMMITTEE
SPECIAL MEETING

Tuesday, September 19, 2023

MINUTES

Present: Mr. Matthew Wilcox, Chair
Staff: Dr. Madeline Negrón, Dr. Paul Whyte, Dr. Michael Finely, Ms. Linda Hannans, Mr. Thomas Lamb, Ms. Patricia DeMaio, Ms. Gemma Joseph-Lumpkin, Ms. Viviana Conner, Ms. Kristina DeNegre, Mr. Danny Diaz, Ms. Typhanie Jackson, Mr. Shawn True, Ms. Christine Bourne

Call to Order: Mr. Wilcox called the meeting to order at 4:31 p.m.

Summary of Motions:

1. **Motion to Recommend Action Items:** Mr. Wilcox moved 2 Abstracts, 6 Agreements, 1 Purchase Order and 1 Contract to the full Board of Education with a Recommendation to Approve.
2. **Motion to Adjourn:** Mr. Wilcox adjourned the meeting at 5:21 p.m.

I. INFORMATION ONLY & ACTION ITEMS:

A. INFORMATION ONLY: Mr. Wilcox did not have questions about the following Information Only items approved by the Superintendent:

1. Agreement with Common Ground to provide outdoor learning spaces, field trips and family engagement programs for students at Edgewood School, from October 1, 2023 to June 30, 2024, in an amount not to exceed \$11,350.00.
Funding Source: ARP ESSER III Carryover Program Acct. #2553-6399-56694-0012
2. Purchase Order with Diligent to provide the Board Docs software management for Board and Committee meeting website development, from September 25, 2023 to June 30, 2024, in an amount not to exceed \$18,000.00.
Funding Source: 2023-2024 Operating Budget Acct. #: 190-47200-52265
3. Revenue Agreement with Westville Seafood LLC to conduct a concession at the Floyd Little Athletic Center for the sale of food, non-alcoholic beverages and sundries, from September 1, 2023 to June 30, 2024, district to receive up to \$16,000.00 total. (3 payments of \$5,000/including a utility payment of \$1,000.)
4. Purchase Order with Utility Communications under State Contract 19PSX0088 to provide security system updates for Milestone program, from September 25, 2023 to June 30, 2024 in an amount not to exceed \$2,100.00.
Funding Source: 2023-2024 Capital Projects Acct. #3C24-2461-58101

B. ABSTRACTS:

1. Biotechnology & Biomedicine Education Grant for purchase of equipment and supplies for molecular and genomic sciences students at Hill Regional Career High School in College Biology and STEM Careers, in the amount of \$25,000 for September 1, 2023 to June 30, 2024 was presented by Mr. True who described how funds would be utilized. He commended Dr. Ngô for his work in creating a partnership with Alexion to support student achievement. Funding Source: Alexion Pharmaceuticals
2. ARP ESSER Homeless Children & Youth II, year 3 of 3, to support wraparound services, supplies and personal care items for homeless children and families, in the amount of \$312,664.00 for July 1, 2023 to June 30, 2024 was presented by Mr. Diaz who reported on the needs of homeless students, community partners and the impact on students. He indicated that last year, 790 homeless students were served. To date, 350 students have been identified and he expects the numbers to exceed last year's numbers by the end of the school year. Funding Source: Connecticut State Department of Education

C. AGREEMENTS:

1. Agreement with Bilingual Special Education Services of Connecticut, to provide psychological evaluations for special education eligibility students, from September 11, 2023 to June 30, 2024, in an amount not to exceed \$89,000.00 was presented by Ms. Jackson.
Funding Source: IDEA Program (*Pending Receipt of Funds*) Acct. #2504-5034-56903-0490
2. Agreement with NCS Pearson, Inc. to provide scoring protocols and license renewal for the school psychologist department in our district from September 19, 2023 to June 30, 2024, in an amount not to exceed \$63,750.00 was presented by Ms. Jackson.
Funding Source: 2023-2024 Operating Budget Acct. # 190-49000-56694
3. Agreement with PowerSchool, LLC to provide fundamental tools for supporting college, career and life readiness, plus advanced analytics and reporting in Naviance Achieve Works, insights premium, and Naviance Career and Alumni tracker from July 1, 2023 to June 30, 2024, in an amount not to exceed \$46,977.14 was presented by Ms. Jackson.
Funding Source: Alliance Program (*Pending receipt of funds*) Acct. # 2547-6107-56694
4. Agreement with Yale Child Study Center to provide professional development on child and adolescent development and other developmental milestones for central office staff, administrators, teachers and school staff; and to provide consultation and cross-district collaborative teams, from September 18, 2023 to June 30, 2024, in an amount not to exceed \$325,000.00 was presented by Ms. Jackson.
Funding Source: Alliance Program (*Pending Receipt of Funds*) Acct. #2547-6108-56694-0490
Discussion: A discussion ensued about the need and benefits of extending the service to all schools.
5. Amendment #1 with Agreement 95034082 with Area Cooperative Education Services (ACES) to add a funding source ARP ESSER IDEA in the amount of \$188,483.00, and reduce IDEA Program from \$353,320 by \$188,483.00 to \$164,837.00 was presented by Ms. Jackson.
Funding Source: IDEA Program Acct. # 2504-5034-56903 (\$164,837.00)
2023-2024 Operating Budget 19049000-56694 (\$241,436.00)
ARP ESSER IDEA Program 2554-6404-56903-0490 (\$188,483.00)

Clarification to be made for BOE: Mr. Wilcox asked Ms. DeMaio to edit the motion for the Board of

Education, indicating that the total amount of the Agreement was unchanged and that there is no change in Scope of Service.

6. Agreement with The Justice Education Center, Inc., to provide a Career Pathways Construction and Automotive Pre-Apprentice Program for Hillhouse High School students, from September 26, 2023 to June 30, 2024, in an amount not to exceed \$60,000.00 was presented by Ms. Joseph-Lumpkin on behalf of Ms. Moore. She discussed the benefits of the program. Mr. Wilcox noted his appreciation for the evaluation document attached to the Agreement.

Funding Source: ARP ESSER III Carryover Program

Acct. #2553-6399-56694-0062

D. PURCHASE ORDERS:

1. Purchase Order with Utility Communications under State Contract 19PSX0088 to provide security system repair services to several locations in the district, from September 25, 2023 to June 30, 2024 in an amount not to exceed \$43,301.16 was presented by Mr. Lamb.

Funding Source: 2023-2024 Capital Projects

Acct. # 3C24-2461-58101

E. CONTRACTS:

1. Award of Contract 21879 with Reliable Refrigeration Plus, Inc. to provide On Call Kitchen Refrigeration repair services from July 1, 2023 to June 30, 2024, in an amount not to exceed \$210,000.00 was presented by Mr. Lamb.

Funding Source: 2023-2024 Operating Budget

Acct. #25215200-56623

II. DISCUSSION:

- **2023 Financial Report:** Ms. Hannans reviewed details of the PowerPoint Budget presentation, as posted on the website. She reported an unaudited surplus of \$25.603 million as of the end of the year. Mr. Wilcox noted the positive news that the budget has been balanced with a surplus for four consecutive years, indicating that this success is worth highlighting with the City during budget season. **No motion was made and no vote was taken.**
- **August 2023 Financial Report:** Ms. Hannans reviewed the report, as posted on the website. She indicated that grants funds were utilized to pay for summer school and transportation costs, which helped lower General Fund costs. In response to questions, Ms. Hannans indicated that she can not provide a projection on anticipated deficit at this time as the district is still in the process of filling vacancies. A discussion ensued about mitigation efforts currently underway. Mr. Wilcox recommended that Ms. Hannans add additional information to page 3 of the report, referencing a deficit but indicating that a projection cannot be provided at this time. A discussion ensued about the wind down of ESSER grants and the potential impact. Mr. Wilcox reminded staff that a report on ESSER fund spending was anticipated as a discussion item for an upcoming meeting. **No motion was made and no vote was taken.**
- **Series 3000 Policies:** Mr. Wilcox reported that he participated in a meeting with staff to review Student Data Privacy, Information Security Breach and Notification, Fraud Prevention and Investigation and Electronic Information Security, policies previously posted on the website. Further meetings will be conducted.

Adjournment: Mr. Wilcox adjourned the meeting at 5:21 p.m.

Respectfully submitted,

Patricia A. DeMaio



NEW HAVEN PUBLIC SCHOOLS

FINANCIAL REPORTS

Final FY 2022-23

New Haven Board of Education
Finance & Operations Committee Meeting

September 19, 2023

Core Values

We believe...

- 1 Equitable opportunities** create the foundation necessary for every child to succeed
- 2 A culture of continuous improvement** will ensure that all staff are learners and reflective practitioners
- 3 High expectations** and standards are necessary to prepare students for college and career
- 4 Collaboration** and partnerships with families and the New Haven community will enhance learning and achievement



Mission

To provide all students in New Haven Public Schools with personalized, authentic, and engaging learning experiences through creativity, exploration, innovation, critical thinking, problem-solving, and high quality instruction. To foster a culture of continuous improvement through collaborative partnerships with staff, families, and the New Haven community. To support students' growth and development by utilizing the Whole Child Framework.

Vision

Our vision is to be a premier urban school district that ensures access to equitable opportunities and successful outcomes for all students as they prepare for college, career, and life.

Priority Areas for 2020-2024

- | | |
|--|--------------------------------|
| 1 Academic Learning | 2 Culture & Climate |
| 3 Youth & Family Engagement | 4 Talented Educators |
| 5 Operational Efficiencies | |

- Fiscal Year 2022-23 General Funds Year End Report
- Fiscal Year 2022-23 Special Funds Year End Report

- Total expenditures through close of fiscal year 2022-23 are \$308.2 million.
- General Fund expenditures incurred through 06/30/23 are \$ 195,238,181 or 99.99 % of the adopted budget.
- Grant expenditures incurred through 06/30/23 are \$ 114 million or 62.4% of the current grant revenue.



Financial Report – General Fund Fiscal Year 2022-23



Fiscal Year 2022-2023
Education Operating Fund Forecast (General Fund)
Monthly Financial Report (Unaudited) as of June 30, 2023

	FY 2023 Local Appropriation	YTD Actuals	Encumbrances	Available	Additional Projected	Full-Year Expenditure Forecast	Full Year Variance
Salaries							
Teacher Full-Time	\$ 76,863,045	\$ 73,968,818	-	\$ 2,894,227	\$ -	73,968,818	2,894,227
Admin & Management Full-Time	16,312,228	18,462,768	-	(2,150,540)	-	18,462,768	(2,150,540)
Paraprofessionals	3,192,914	3,203,013	-	(10,099)	-	3,203,013	(10,099)
Support Staff Full-Time	10,517,818	10,627,937	-	(110,119)	-	10,627,937	(110,119)
Part Time & Seasonal	3,054,774	2,234,133	-	820,641	-	2,234,133	820,641
Substitutes	1,000,000	445,001	-	554,999	-	445,001	554,999
Overtime, Benefits, Other	3,700,500	2,660,817	-	1,039,683	-	2,660,817	1,039,683
Total Salaries and Benefits	\$ 114,641,279	\$ 111,602,486	\$ -	\$ 3,038,793	\$ -	\$ 111,602,486	\$ 3,038,793
Supplies and Services							
Instructional Supplies	\$ 3,500,501	\$ 2,271,324	\$ -	\$ 1,229,177	-	2,271,324	1,229,177
Tuition (Includes Tag Tuition)	21,549,657	23,737,441	-	(2,187,784)	0	23,737,441	(2,187,784)
Utilities	11,492,000	10,332,933	-	1,159,067	-	10,332,933	1,159,067
Transportation	26,625,696	31,188,111	-	(4,562,415)	-	31,188,111	(4,562,415)
Maintenance, Property, Custodial	2,351,808	1,618,302	-	733,506	-	1,618,302	733,506
Other Contractual Services	15,102,843	14,487,584	-	615,259	-	14,487,584	615,259
Total Supplies and Services	\$ 80,622,505	\$ 83,635,695	\$ -	\$ (3,013,190)	\$ 0	\$ 83,635,695	\$ (3,013,190)
General Fund Totals	\$ 195,263,784	\$ 195,238,181	\$ -	\$ 25,603	\$ 0	\$ 195,238,181	\$ 25,603

Mitigation Efforts That Contributed to the balanced budget



NEW HAVEN PUBLIC SCHOOLS

- We reviewed all open purchase orders and agreements and cancelled the unused balance
- We reviewed grants and reprogrammed funds wherever possible
- We reviewed request to hire ensuring that the new hires are not coming in at top step on a case by case basis
- We requested all new grant applications that allow Indirect Costs to be included in the application going forward
- We received authorization to include previously disallowed costs within the ARP ESSER grant which have reduced costs in the General Funds including:
 - Extra cleaning and security due to COVID
 - Adult Education State eliminated the cap which resulted in costs being reduced from the local share
 - Open Choice revenue
 - Excess Cost increased by \$1.4M more from original forecast (changes come in late spring (may increase or decrease))
 - Additional revenue from the Alliance Grant

Unknowns which may add additional costs to the current financial status



NEW HAVEN PUBLIC SCHOOLS

- **Late Billing of Outplacement/Open Choice Students and SPED Services from outside district**
- **We currently have a small unaudited surplus of \$25,603**



Financial Report – Grants

Fiscal Year 2022-23



Fiscal Year 2022-23
Special Funds
YEAR TO DATE

	Budget	YTD Actuals	Encumbered	Available
Full Time Salaries	55,789,084	46,104,597	0	9,684,487
Employee Benefits	12,928,383	7,105,840	0	5,790,890
Part Time Personnel	28,592,777	16,948,799	0	11,643,978
Travel/Mileage	559,194	191,211	0	367,983
Equipment/Technology	13,261,219	5,542,731	0	7,718,487
Materials/Supplies	15,171,902	8,337,181	0	6,834,721
Purchased Property Services	981,609	690,194	0	291,415
Other Professional/Technical	20,708,155	12,007,872	0	8,700,284
Transportation/Field Trips	3,278,807	1,414,972	0	1,863,835
Other Purchased Services	26,155,253	12,799,034	0	13,356,219
Parent Activities	284,604	165,154	0	119,450
Fixed Costs	3,446,076	1,753,984	0	1,692,093
Fees/Misc Expenses/Student Activities	150,000	0	0	150,000
Grand Total	181,307,063	113,061,569	0	68,245,494

How to read the grant revenue exhibit (letters refer to column letters on the prior page):

- A The total amount we were awarded for the grant in 2021-22
- B Because of Covid-19, we are permitted to carryover unexpended money in some grants in 2021-22. It ‘carries over’ to the next fiscal year.
- C This is new funding we were awarded in 2022-23
- D Funding we haven’t received yet, but expect to receive.
- E C+D. The total new money we’ll receive for the grant this year.
- F B+E. The sum of the carryover funds and the new money. This is what’s available to spend in 2022-23.
- G E-A. This measures the change in new money only, and excludes the effect of the carryover.
- H G/A. Calculates, on a percentage basis, the change in the new money year over year.



Fiscal Year 2022-23 Special Funds Revenue

Count	Common Titles	FY 2021-22	Carryover	Received	Pending	Total	Total	YOY \$ Change	YOY
		Funding	Funding	FY2022-23 Funding	Approvals	Anticipated New Funding	Available Funds for 2022-23	in New Funds	% Change
1	Law Education/School Security	\$787,061	\$787,061	\$0		\$0	\$787,061	(\$787,061)	0.0%
2	Impact Aid	\$10,303	\$0	\$65,476		\$65,476	\$65,476	\$55,173	535.5%
3	Adult Education/Homeless*	\$3,242,672	\$60,000	\$3,551,897		\$3,551,897	\$3,611,897	\$309,225	9.5%
4	IDEA*	\$7,332,434	\$620,604	\$6,968,975		\$6,968,975	\$7,589,579	(\$363,459)	-5.0%
5	Perkins*	\$652,073	\$0	\$505,020		\$505,020	\$505,020	(\$147,053)	-22.6%
6	Title II A/Student Support*	\$3,030,291	\$1,395,737	\$1,744,073		\$1,744,073	\$3,139,810	(\$1,286,218)	-42.4%
7	School Based Health/Parenting	\$1,399,459	\$17,814	\$1,394,594		\$1,394,594	\$1,412,408	(\$4,865)	-0.3%
8	Federal Magnet Grant*	\$4,972,659	\$2,320,724	\$0		\$0	\$2,320,724	(\$4,972,659)	-100.0%
9	State Bilingual/Title III/Immigrant	\$1,060,618	\$211,304	\$917,658		\$917,658	\$1,128,962	(\$142,960)	-13.5%
10	School Readiness/Family Resource	\$9,724,866	\$140,963	\$10,540,294		\$10,540,294	\$10,681,257	\$815,428	8.4%
11	Private Foundation	\$435,873	\$272,168	\$169,814		\$169,814	\$441,982	(\$266,059)	-61.0%
12	Title I/SIG*	\$16,717,400	\$4,415,582	\$13,346,044		\$13,346,044	\$17,761,626	(\$3,371,356)	-20.2%
13	Head Start - Federal*	\$7,686,198	\$1,828,788	\$7,764,065		\$7,764,065	\$9,592,853	\$77,867	1.0%
14	Medicaid Reimbursement	\$219,642	\$0	\$260,701		\$260,701	\$260,701	\$41,059	18.7%
15	Manufacturing Pathways	\$0	\$0	\$2,000,000		\$2,000,000	\$2,000,000	\$2,000,000	0.0%
16	Alliance/Comm Network/Low Performin	\$20,876,678	\$0	\$21,238,171		\$21,238,171	\$21,238,171	\$361,493	1.7%
17	State Misc Education Grants	\$29,417	\$5,017	\$32,855		\$32,855	\$37,872	\$3,438	100.0%
18	Open Choice	\$483,941	\$0	\$414,109		\$414,109	\$414,109	(\$69,832)	-14.4%
19	Head Start - State	\$248,714	\$0	\$130,759		\$130,759	\$130,759	(\$117,955)	-47.4%
20	Priority/21st Century*	\$6,037,905	\$216,710	\$5,440,481		\$5,440,481	\$5,657,191	(\$597,424)	-9.9%
21	Jobs for CT Youth	\$29,307	\$0	\$20,500		\$20,500	\$20,500	(\$8,807)	-30.1%
22	ARP After School	\$0	\$0	\$890,000		\$890,000	\$890,000	\$890,000	0.0%
23	ESSER*	\$1,750,667	\$0	\$0		\$0	\$0	(\$1,750,667)	-100.0%
24	ESSER II	\$37,398,032	\$19,981,102	\$0		\$0	\$19,981,102	(\$37,398,032)	-100.0%
25	ARP ESSER	\$80,017,233	\$69,214,187	\$0		\$0	\$69,214,187	(\$80,017,233)	0.0%
26	ARP ESSER Special Education	\$1,951,134	\$1,551,134	\$0		\$0	\$1,551,134	(\$1,951,134)	0.0%
27	ARP ESSER Homeless Youth	\$472,682	\$472,682	\$0		\$0	\$472,682	(\$472,682)	0.0%
28	ARP ESSER SPPT	\$0	\$0	\$400,000		\$400,000	\$400,000	\$400,000	0.0%
		\$206,567,259	\$103,511,577	\$77,795,486	\$0	\$77,795,486	\$181,307,063	(\$128,771,773)	-62.3%





FINANCIAL REPORTS

Period Ending August 31, 2023

New Haven Board of Education
Finance & Operations Committee Meeting
September 19, 2023



Core Values

We believe...

- 1 Equitable opportunities** create the foundation necessary for every child to succeed
- 2 A culture of continuous improvement** will ensure that all staff are learners and reflective practitioners
- 3 High expectations** and standards are necessary to prepare students for college and career
- 4 Collaboration** and partnerships with families and the New Haven community will enhance learning and achievement



Mission

To provide all students in New Haven Public Schools with personalized, authentic, and engaging learning experiences through creativity, exploration, innovation, critical thinking, problem-solving, and high quality instruction. To foster a culture of continuous improvement through collaborative partnerships with staff, families, and the New Haven community. To support students' growth and development by utilizing the Whole Child Framework.

Vision

Our vision is to be a premier urban school district that ensures access to equitable opportunities and successful outcomes for all students as they prepare for college, career, and life.

Priority Areas for 2020-2024

- | | |
|--|--------------------------------|
| 1 Academic Learning | 2 Culture & Climate |
| 3 Youth & Family Engagement | 4 Talented Educators |
| 5 Operational Efficiencies | |

- Monthly Financial Report General Funds as of August 31, 2023
- Revenue Report Special Funds as of August 31, 2023

- As this is our first report since the fiscal closed on August 31st what is not included in the presentation is the 2023-24 Projection Report and the Special Funds Monthly Expense report. Those reports will be included in future monthly presentations.

- Total expenditures through 8/31/23 are \$5.3m
- General Fund expenditures incurred through 08/31/23 are \$5.3M or 2.61% of the adopted budget.

Financial Report – General Fund August, 2023

Fiscal Year 2023-2024
Education Operating Fund (General Fund)
Monthly Financial & EOY Forecast Report (Unaudited) as of August 31, 2023

	FY2024 Adjusted Budget (A)	MONTHLY YTD Actuals (B)	YTD %	MONTHLY Encumbrances (C)	Available (A-B+C)
Salaries					
Teacher Full-Time	\$79,872,625	(\$54,523)	0.07%	\$0	\$79,818,102
Admin & Management Full-Time	16,808,772	(1,856,367)	11.04%	0	14,952,405
Paraprofessionals	3,518,943	(5,576)	0.16%	0	3,513,367
Support Staff Full-Time	11,434,949	(1,392,255)	12.18%	0	10,042,694
Part Time & Seasonal	3,011,852	(143,463)	4.76%	(22,000)	2,846,389
Substitutes	1,000,000	(18,118)	1.81%	0	981,882
Overtime, Benefits, Other	3,528,550	(542,324)	15.37%	(534)	2,985,692
Total Salaries and Benefits	\$119,175,691	(\$4,012,625)	3.37%	(\$22,534)	\$115,140,532
Supplies and Services					
Instructional Supplies	\$3,363,248	(\$371,751)	11.05%	(\$1,421,804)	\$1,569,693
Tuition	24,375,195	0	0.00%	(17,169,036)	7,206,159
Utilities	12,256,000	(281,902)	2.30%	(9,935,947)	2,038,151
Transportation	26,534,950	(134,484)	0.51%	(5,050,246)	21,350,220
Maintenance, Property, Custodial	2,416,061	(79,034)	3.27%	(1,196,226)	1,140,801
Other Contractual Services	15,142,639	(418,795)	2.77%	(8,566,040)	6,157,804
Total Supplies and Services	\$84,088,093	(\$1,285,966)	1.53%	(\$43,339,299)	\$39,462,828
General Fund Totals	\$203,263,784	(\$5,298,591)	2.61%	(\$43,361,833)	\$154,603,360

- How to read the Monthly Financial and/or EOY Forecast Report (Unaudited) as of August 31, 2023 (letters refer to column letters on the prior page):
 - A- FY2024 Adopted Budget: These are the adopted totals for each category for FY 2023-24 (does not reflect any budget revisions)
 - B Monthly YTD Actuals: This is what was actually spent as of 08/31/23 without adjustments.
 - C Monthly Encumbrances: Any encumbrances which have been processed in Munis
 - (A-B+C) Available: What is available in Munis to spend as of 08/31/23.
 - F Full Year Expenditure Forecast – this is a projected expenditure by year end taking into consideration reimbursements and other adjustments (tuition reimbursements, revenue applied to each category, etc) This is not part of the actual expenditures, but rather where we expect to finally spend by 8/31/23 after these types of adjustments.
 - (A-F) Full Year Variance: With anticipated adjustments, where we will end the year after all costs and adjustments by category.
 - Monthly actual costs can be found in the next three slides (Monthly Financial Report (Unaudited) – August 31, 2023 in column “MTD Actual”

General Fund (cont)



NEW HAVEN PUBLIC SCHOOLS



**Fiscal Year 2023-2024
Education Operating Fund (General Fund)
Monthly Financial Report (Unaudited) - August 31, 2023**

YTD by Period	Account Description	Adjusted Budget	YTD Actual	MTD Actual	Encumb.	Available Budget	% Used
Teachers Full-Time	Teachers	\$79,872,625	\$54,523	\$34,480	\$0	\$79,818,102	0.07
Admin & Management Full-Time	Salaries	1,220,975	165,216	89,402	0	1,055,759	13.53
	Directors Salaries	957,421	94,209	52,101	0	863,212	9.84
	Supervisor	2,254,397	382,832	219,881	0	1,871,565	16.98
	Department Heads/Principals/Aps	10,541,226	930,456	528,846	0	9,610,770	8.83
	Management	1,834,753	283,654	148,184	0	1,551,099	15.46
	Sub-Total	\$16,808,772	\$1,856,367	\$1,038,414	\$0	\$14,952,405	11.04
Paraprofessionals	ParaProfessionals	3,518,943	5,576	2,852	0	3,513,367	0.16
Support Staff Full-Time	Wages Temporary	438,810	-	-	-	438,810	0.00
	Custodians	4,635,565	666,713	382,897	0	3,968,852	14.38
	Building Repairs	767,430	126,078	72,045	0	641,352	16.43
	Clerical	2,711,508	273,336	156,258	0	2,438,172	10.08
	Security	2,779,123	317,595	176,273	0	2,461,528	11.43
	Truck Drivers	102,513	8,533	4,267	0	93,980	8.32
	Sub-Total	\$11,434,949	\$1,392,255	\$791,739	\$0	\$10,042,694	12.18
Part Time & Seasonal	Coaches	650,000	0	0	0	650,000	0.00
	Other Personnel	180,000	7,725	7,725	0	172,275	0.00
	Part-Time Payroll	1,941,096	111,358	96,193	22,000	1,807,738	6.87
	Seasonal	140,756	24,380	19,245	0	116,376	17.32
	Teachers Stipend	100,000	0	0	0	100,000	0.00
	Tutors	0	0	0	0	0	0.00
	Sub-Total	\$3,011,852	\$143,463	\$123,163	\$22,000	\$2,846,389	5.49
Substitutes	Substitutes	\$ 1,000,000	\$ 18,118	\$ 6,471	\$ -	\$ 981,882	\$ 2
Overtime, Benefits, Other	Overtime	577,825	208,616	122,600	0	369,209	36.10
	Longevity	277,175	0	0	0	277,175	0.00
	Custodial Overtime	575,500	270,708	193,012	0	304,792	47.04
	Retirement	1,600,000	62,526	41,743	0	1,537,474	3.91
	Medical Supplies	0	0	0	0	0	0.00
	In-Service Training	0	0	0	0	0	0.00
	Employment Comp	470,000	0	0	0	470,000	0.00
	Professional Meetings*	28,050	474	0	534	27,042	3.59
	Sub-Total	\$3,528,550	\$542,324	\$357,355	\$534	\$2,985,692	15.38
	Salaries Sub-Total	\$119,175,691	\$4,012,625	\$2,354,475	\$22,534	\$115,140,532	3.39

General Fund



NEW HAVEN PUBLIC SCHOOLS

Instructional Supplies	Equipment	351,001	1,290	389	104,966	244,745	30.27
	Computer Equipment	120,472	0	0	38,176	82,296	31.69
	Software	51,076	0	0	1,495	49,581	0.00
	Furniture	107,035	4,757	4,757	70,578	31,701	70.38
	Materials & Supplies Intruction	0	0	0	0	0	0.00
	Materials & Supplies Admin.	0	0	0	0	0	#DIV/0!
	Office/Classroom Supplies	0	0	0	0	0	0.00
	Testing Materials	83,500	0	0	0	83,500	0.00
	Education Supplies Inventory	486,363	51,461	39,420	194,898	240,004	50.65
	General/Office Supplies	1,320,214	182,711	164,441	852,138	285,365	78.38
	Academic Awards	0	0	0	0	0	0.00
	Books, Maps, etc.	0	0	0	0	0	0.00
	Textbooks	312,187	8,275	5,845	62,117	241,795	22.55
	Library Books	132,515	0	0	0	132,515	0.00
	Periodicals	1,000	0	0	0	1,000	0.00
	Other Materials & Supplies	0	0	0	0	0	0.00
	Duplicating & Photo Supplies	0	0	0	0	0	0.00
	Audio-Visual Supplies	0	0	0	0	0	0.00
	Communications/Websites	0	0	0	0	0	0.00
	Registrations, Dues & Subscrip.	111,985	59,708	58,308	700	51,577	53.94
	Student Activities	151,500	62,270	62,270	18,919	70,311	53.59
	Graduation	55,400	0	0	10,818	44,582	19.53
	Emergency Medical	59,000	1,280	1,280	67,000	(9,280)	115.73
	Printing & Binding	20,000	0	0	0	20,000	0.00
Parent Activities	0	0	0	0	0	0.00	
	Sub-Total	\$3,363,248	\$371,751	\$336,710	\$1,421,804	\$1,569,693	53.33
Tuition	Tuition	24,375,195	0	(18,173)	17,169,036	7,206,159	70.44
Utilities	Natural Gas	2,546,500	48,319	48,319	2,498,181	0	100.00
	Electricity	8,359,500	179,511	165,240	7,131,938	1,048,051	87.46
	Heating Fuels	10,000	0	0	0	10,000	0.00
	Water	295,000	0	0	0	295,000	0.00
	Telephone	675,000	35,172	4,409	305,828	334,000	50.52
	Telecommunications/Internet	90,000	0	0	0	90,000	0.00
	Sewer Usage	245,000	6,110	0	0	238,890	2.49
	Gas & Oil	35,000	12,790	6,212	0	22,210	36.54
	Sub-Total	\$12,256,000	\$281,902	\$224,179	\$9,935,947	\$2,038,151	83.37
Transportation	Milage	588,400	34,534	34,534	209,726	344,140	41.51
	Business Travel	10,500	0	0	0	10,500	0.00
	Transportation	14,720,898	5,250	0	654,749	14,060,899	4.48
	Special Education Transportation	5,198,895	5,250	0	1,080,750	4,112,895	20.89
	Transportation Technincal Schools	437,000	0	0	0	437,000	0.00
	Transit Bus Passes	152,375	88,200	0	0	64,175	57.88
	Field Trips	202,085	0	0	2,186	199,899	1.08
	InterDistrict Transportation	1,313,680	0	0	0	1,313,680	0.00
	Outplacment Transportation	3,705,000	12,815	12,815	2,992,835	699,350	81.12
	Field Trips (Non-Public)	206,117	(11,565)	(11,565)	110,000	107,682	47.76
		Sub-Total	\$26,534,950	\$134,484	\$35,784	\$5,050,246	\$21,350,220

General Fund (cont)



NEW HAVEN PUBLIC SCHOOLS

Maintenance, Property, Custodial	School Security	12,000	840	0	0	11,160	7.00
	Building & Grounds Maint. Supp.	100,000	7,959	6,512	29,244	62,797	37.20
	Custodial Supplies	513,000	0	0	490,500	22,500	95.61
	Light Bulbs	30,000	0	0	1,997	28,003	6.66
	Uniforms	33,252	0	0	3,000	30,252	9.02
	Moving Expenses	50,000	0	0	0	50,000	0.00
	Cleaning	26,000	0	0	0	26,000	0.00
	Repairs & Maintenance	117,809	0	0	100	117,709	0.08
	Building Maintenance	575,000	36,203	29,551	342,582	196,215	65.88
	Rental	120,000	0	0	23,751	96,249	19.79
	Rental of Equipment	9,000	0	0	0	9,000	0.00
	Maintenance Agreement Services	745,000	16,380	16,210	284,330	444,290	40.36
	Vehicle Repairs	85,000	17,652	17,319	20,723	46,625	45.15
	Rolling Stock	0	0	0	0	0	0.00
	Sub-Total	\$2,416,061	\$79,034	\$69,592	\$1,196,226	\$1,140,801	52.78
Other Contractual Services	Other Contractual Services *	4,480,397	145,987	109,163	227,089	4,107,321	8.33
	* Special Education	1,564,340	7,310	0	1,150,612	406,418	74.02
	* Facilities	7,245,558	178,055	0	6,219,974	847,529	88.30
	* IT	814,344	0	0	516,672	297,672	63.45
	Legal Services	400,000	0	0	345,000	55,000	86.25
	Other Purchased Services	27,500	0	0	40,000	(12,500)	145.45
	Postage & Freight	160,500	87,443	885	66,693	6,364	96.03
	Claims	450,000	0	0	0	450,000	0.00
	Contingencies	0	0	0	0	0	0.00
	Sub-Total	\$15,142,639	\$418,795	\$110,048	\$8,566,040	\$6,157,804	59.33
	Supplies & Services Sub-Total	\$84,088,093	\$1,285,966	\$758,140	\$43,339,299	\$39,462,828	53.07
	Combined Total	\$203,263,784	\$5,298,591	\$3,112,615	\$43,361,833	\$154,603,360	23.94

* Breakout of Other Contractual Services by Department

Reporting For Information Purposes Only - MTD Actuals for the Month referenced above.

Salaries

1. Based on current spending certified salary lines will be supported by reimbursement sources as well as savings with vacancies.
2. Overtime budget for custodians and security due to staff shortages and summer cleaning. ESSER funds will be used to support overtime costs for security and custodial needs as we await vacancies to be filled.

Non Personnel

1. Schools will receive ESSER funds to cover instructional supply needs including technology and enrichment activities/field trips.
2. We will continue to monitor and collect tuition fees and reimbursements to support the needs of tuition and transportation.
3. We will continue to monitor changes in utility costs. We monitor each month to compare projection with actual costs and adjust our projections accordingly. Revenue sources will be used to support any increases in utility costs.

While we will use many of the mitigation strategies utilized last year such as

- **reprogram unspent grant funds to cover needs where applicable**
- **continue to review request to hire ensuring that the new hire is coming at a appropriate salary based on experience and looking at individual building needs**
- **continue to monitor and request that all new grant applications that allow Indirect Costs to be included in the application**
- **Continue the work of surveying comparable districts to determine if our tuition reimbursement rates are in line and review need for rate increase for the upcoming year**
- **Continue to utilize approved ARP ESSER funds to cover costs through an extension**
 - **Para's working as substitutes**
 - **Bus Monitors**
 - **Extra cleaning costs due to Covid (Buses & Buildings)**
 - **Custodial and Security Overtime due to Covid related instances**

Unknowns which may add additional costs



NEW HAVEN PUBLIC SCHOOLS

- **Utility (Gas, Oil, Electric)**
- **Unemployment Costs(Quarterly)**
- **Retirement payout costs(June 2024)**
- **Increases due to negotiated and pending union contracts**

- ***Keep in mind that the current budget reports are based year to date expenses and represent a snapshot in time. We also use historical data, current encumbrances and items within our control(known to us during the reporting period). We monitor closely and will continue to make changes as issues arise.***

**Financial Report – Grants
Revenue
August 31, 2023**

Summary of Grants Revenue



NEW HAVEN PUBLIC SCHOOLS

Fiscal Year 2023-24 Special Funds Revenue

	A	B	C	D	E	F	G	H
	FY 2021-22	Carryover	Received	Pending	Total	Total	YOY \$ Change	YOY
Common Titles	Funding	Funding	FY2022-23	Approvals	Anticipated	Available Funds	in New Funds	% Change
			Funding		New Funding	for 2022-23		
Law Education/School Security	\$787,061	\$787,061	\$0	\$0	\$0	\$787,061	(\$787,061)	0.0%
Impact Aid	\$65,476	\$65,476	\$0	\$0	\$0	\$65,476	(\$65,476)	-100.0%
Adult Education/Homeless	\$3,611,897	\$7,031	\$5,160,977	\$310,000	\$5,470,977	\$5,478,008	\$1,859,080	51.5%
IDEA	\$7,589,579	\$503,978	\$0	\$6,916,475	\$6,916,475	\$7,420,453	(\$673,104)	-8.9%
Perkins	\$505,020	\$0	\$0	\$0	\$0	\$0	(\$505,020)	-100.0%
Title II A/Student Support	\$3,139,810	\$1,332,083	\$0	\$0	\$0	\$1,332,083	(\$3,139,810)	-100.0%
School Based Health/Parenting	\$1,412,408	\$0	\$0	\$1,394,594	\$1,394,594	\$1,394,594	(\$17,814)	-1.3%
Federal Magnet Grant	\$2,320,724	\$389,227	\$0	\$0	\$0	\$389,227	(\$2,320,724)	-100.0%
State Bilingual/Title III/Immigrant	\$1,128,962	\$341,171	\$0	\$925,589	\$925,589	\$1,266,760	(\$203,373)	-18.0%
School Readiness/Family Resourc	\$10,681,257	\$0	\$8,401,652	\$360,428	\$8,762,080	\$8,762,080	(\$1,919,177)	-18.0%
Private Foundation	\$441,982	\$234,734	\$0	\$0	\$0	\$234,734	(\$441,982)	-100.0%
Title I/SIG	\$17,761,626	\$5,022,310	\$236,000	\$0	\$236,000	\$5,258,310	(\$17,525,626)	-98.7%
Head Start - Federal	\$9,592,853	\$570,550	\$6,730,860	\$0	\$6,730,860	\$7,301,410	(\$2,861,993)	-29.8%
Medicaid Reimbursement	\$260,701	\$217,865	\$0	\$0	\$0	\$217,865	(\$260,701)	-100.0%
Manufacturing Pathways	\$2,000,000	\$1,854,550	\$0	\$0	\$0	\$1,854,550	(\$2,000,000)	0.0%
Alliance/Comm Network/Low Performi	\$21,238,171	\$0	\$50,000	\$22,531,420	\$22,581,420	\$22,581,420	\$1,343,249	6.3%
State Misc Education Grants	\$37,872	\$0	\$0	\$0	\$0	\$0	(\$37,872)	100.0%
Open Choice	\$414,109	\$0	\$0	\$0	\$0	\$0	(\$414,109)	-100.0%
Head Start - State	\$130,759	\$130,759	\$130,759	\$0	\$130,759	\$261,518	\$0	0.0%
Priority/21st Century	\$5,657,191	\$49,031	\$0	\$4,740,641	\$4,740,641	\$4,789,672	(\$916,550)	-16.2%
Jobs for CT Youth	\$20,500	\$0	\$0	\$0	\$0	\$0	(\$20,500)	-100.0%
ARP After School	\$890,000	\$769,587	\$0	\$0	\$0	\$769,587	(\$890,000)	0.0%
ESSER II	\$19,981,102	\$5,083,803	\$0	\$0	\$0	\$5,083,803	(\$19,981,102)	-100.0%
ARP ESSER	\$69,214,187	\$44,706,304	\$0	\$0	\$0	\$44,706,304	(\$69,214,187)	0.0%
ARP ESSER Special Education	\$1,551,134	\$357,456	\$0	\$0	\$0	\$357,456	(\$1,551,134)	0.0%
ARP ESSER Homeless Youth	\$472,682	\$302,663	\$0	\$0	\$0	\$302,663	(\$472,682)	0.0%
ARP ESSER SPPT	\$400,000	\$400,000	\$0	\$0	\$0	\$400,000	(\$400,000)	0.0%
	\$181,307,063	\$63,125,637	\$20,710,248	\$37,179,147	\$57,889,395	\$121,015,032	(\$123,417,668)	-68.1%

- How to read the new grant revenue exhibit (letters refer to column letters on the prior page):
 - A The total amount we were awarded for the grant in 2022-23
 - B Because of Covid-19, we are permitted to roll over unexpended money in some grants in 2023-24. It 'carries over' to the next fiscal year.
 - C This is new funding we were awarded in 2023-24
 - D Funding we haven't received yet, but expect to receive.
 - E C+D. The total new money we'll receive for the grant this year.
 - F B+E. The sum of the carryover funds and the new money. This is what's available to spend in 2023-24.
 - GE-A. This measures the change in new money only, and excludes the effect of the carryover.
 - HG/A. Calculates, on a percentage basis, the change in the new money year over year.





NEW HAVEN PUBLIC SCHOOLS



Student Engagement: Chronic Absenteeism

September 26, 2023

Office of Youth, Family,
and Community Engagement

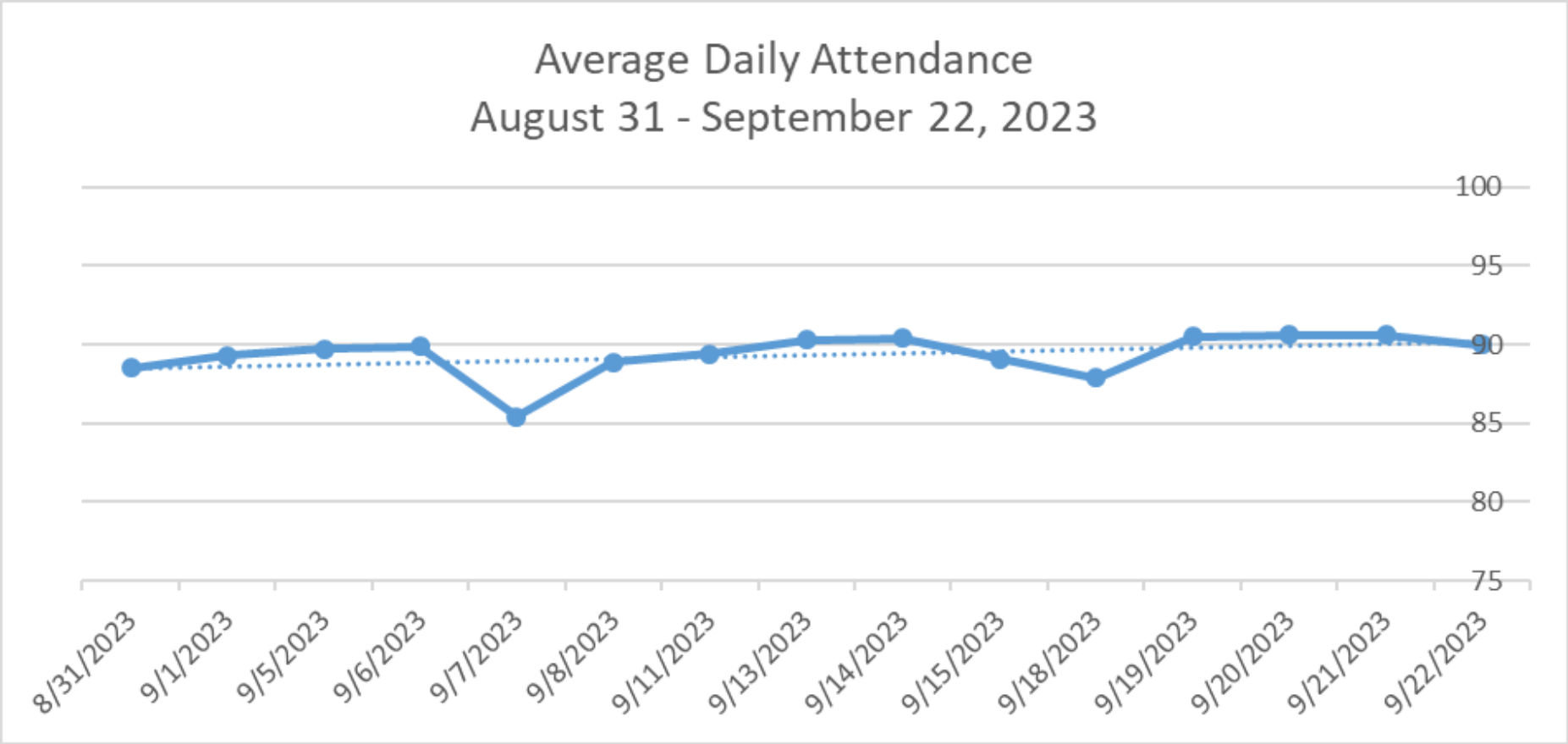
Gemma Joseph Lumpkin
Chief of Youth, Family and Community Engagement



	Free/Reduced Lunch	Students With Disabilities	Multilingual Learners	High Needs	Experiencing Homelessness
Connecticut*	42.4%	17.15%	9.7%	53.12%	9.9%
New Haven	65.5%	17.1%	22.1%	76.2%	3.7%

**Resource: EdSight- Ct.gov
Connecticut's Official State Website*

District Daily Attendance



2023-2024 Chronic Absenteeism Target

58.2% (2021-2022)

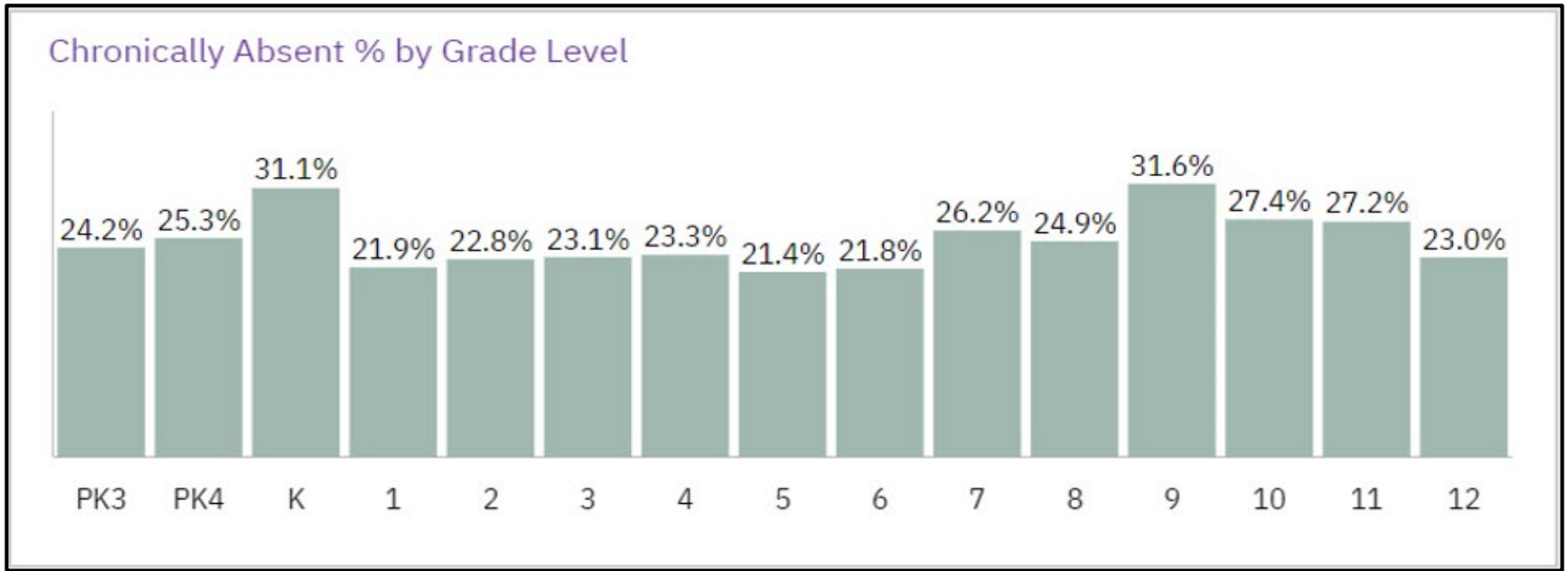
36.6% (2022-2023)

Target 27.5% (2023-2024)

Current Chronic Absenteeism Rate

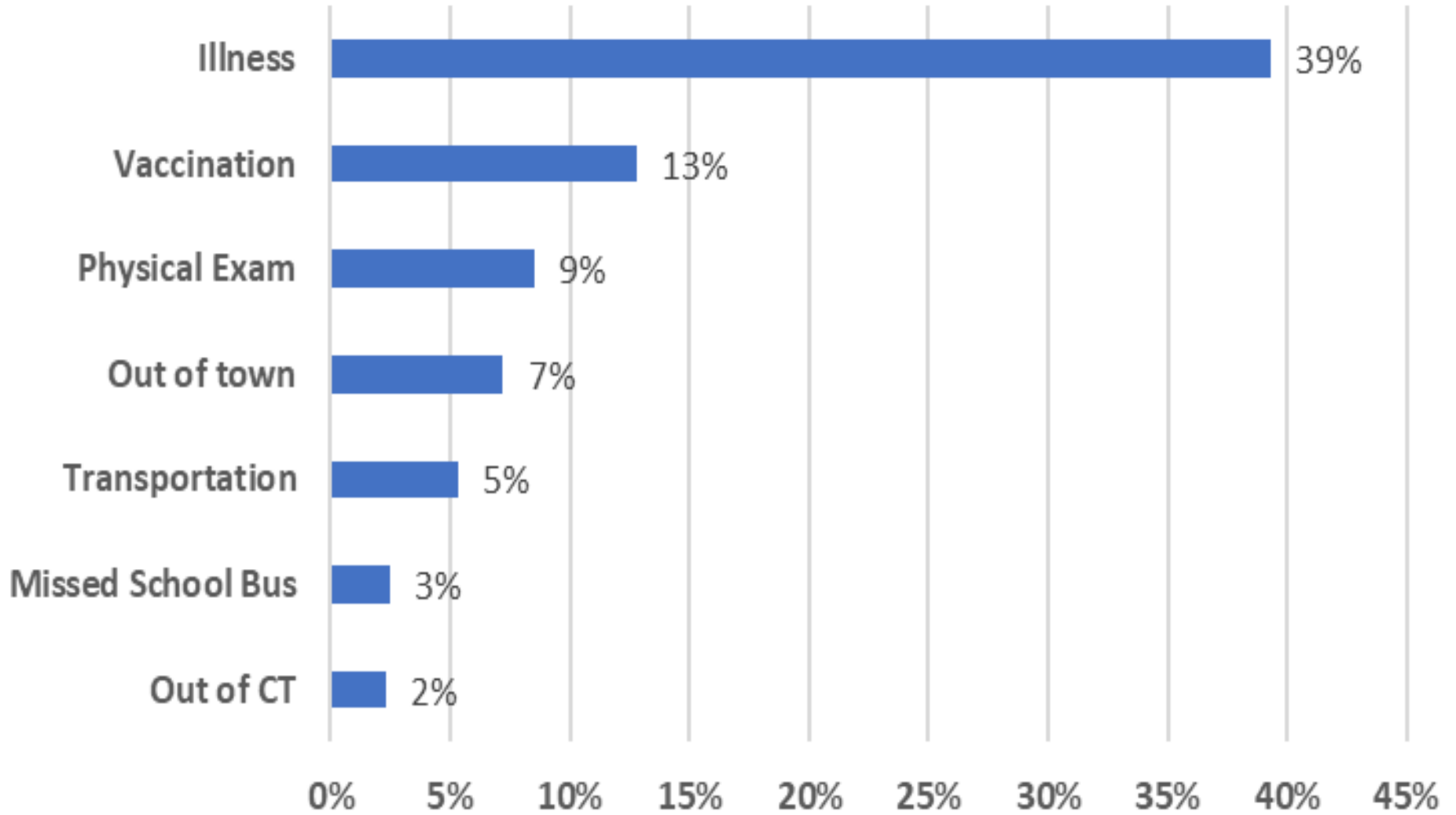
2023-2024 Chronic Absenteeism as of September 19, 2023

<p>Chronically Absent (Absent 10% or More)</p> <p>4,828</p>	<p>% Chronically Absent (Absent 10% or More)</p> <p>25.2%</p>	<p># Approaching Chronically Absent (Absent between 8% and 10%)</p> <p>3,698</p>
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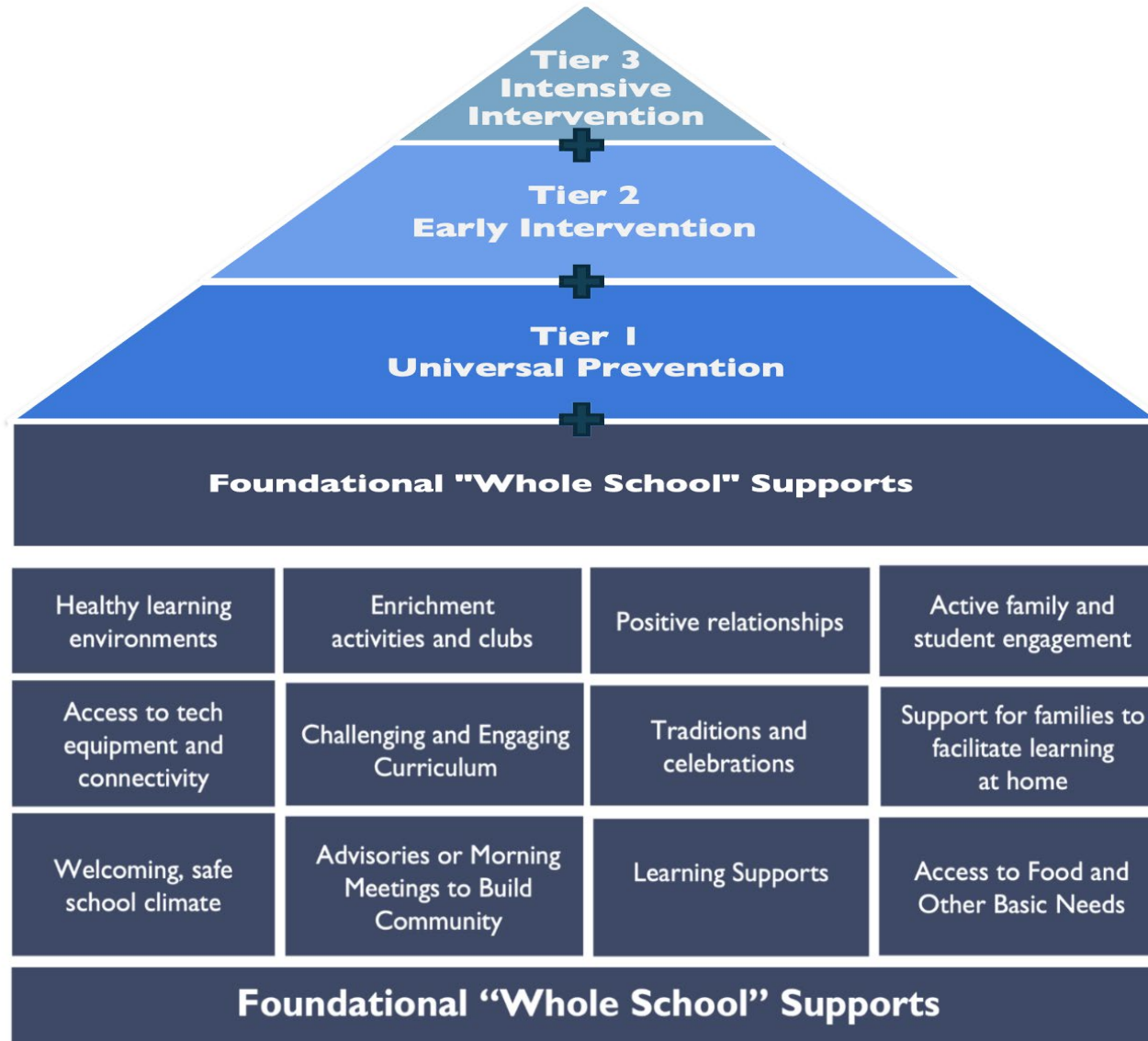


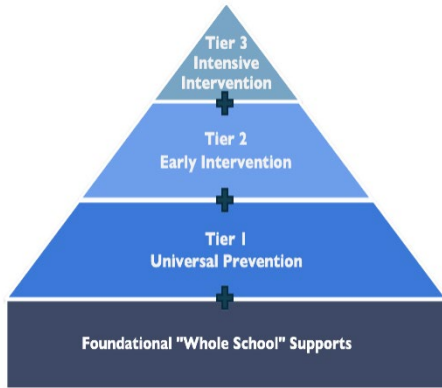


Reasons for Absences



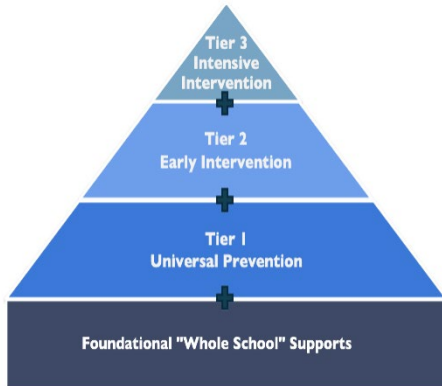
Strategies: Multi-Tiered Systems of Support





Days Out	Attendance Level	Recommended Intervention
2-5	Alert	<ul style="list-style-type: none"> Teachers and school team will make a phone call to home to check in.
6-10	Moderate	<ul style="list-style-type: none"> Phone call with script LEAP home visits Assign success mentor Implement success plan (SSST Plan) school based staff, student and families

Progress Monitoring Structures



Days Out	Attendance Level	Recommended Intervention
11-14	Serious	<ul style="list-style-type: none"> • Phone call • LEAP home visits • NHPS/Governor's Partnership Mentor referral • Letter from Superintendent
15-17	Severe	<ul style="list-style-type: none"> • Letter of attendance • Referral to Youth Connect • Referral to school and community based supports and home visits
18+	Extreme	<ul style="list-style-type: none"> • Home visits • Intense review for intra-agency community response



Next Steps/Progress Monitoring Structures

Progress Monitoring Teams	Frequency
Cabinet	<ul style="list-style-type: none">• Daily Attendance
District Attendance Team	<ul style="list-style-type: none">• Weekly Attendance• Weekly School by School Chronic Absenteeism Reduction Goals
School Based Attendance Teams	<ul style="list-style-type: none">• Daily Attendance• Weekly Attendance



NEW HAVEN PUBLIC SCHOOLS

Thank You

A photograph showing the lower legs and feet of a group of children walking on a paved sidewalk. They are holding hands in a line. From left to right, there is a child with a tan backpack, a child in blue jeans and red shoes, a child in blue jeans and a dark backpack, a child in plaid pants and a black backpack, and a child in pink pants and a blue backpack. A dark blue horizontal bar is overlaid at the bottom of the image.

OFFICE of Youth, Family, and Community Engagement



Elementary Reading and Language Arts

HMH Into Reading and Arriba La Lectura K-5 Core Program Implementation Update

Keisha Redd-Hannans
Assistant Superintendent of Curriculum, Instruction, and Assessment

Jennifer Tousignant
Supervisor of Elementary Reading and Language Arts

2022-2023 School Year



NEW HAVEN PUBLIC SCHOOLS

Reorganization

- Divided the Supervisor of K-12 Literacy position into two positions

Staffing

- Hired a Supervisor of Elementary Reading and Language Arts, **Ms. Jennifer Tousignant**, to provide focus support in the elementary grades on literacy
- Hired a Supervisor of Secondary English Language Arts, **Dr. Jennifer Sinal-Swinger**, to provide focus support in the middle and high school grades on literacy

Program Review

- Piloted Programs in multiple schools
- Selected K-5 HMH, *Into Reading* and *Arriba La Lectura*
- Materials Ordered/Purchased
- Materials Delivered to schools, End of June 2023
- Virtual 2 hour overview for all K-5 staff in spring, prior to end of school year

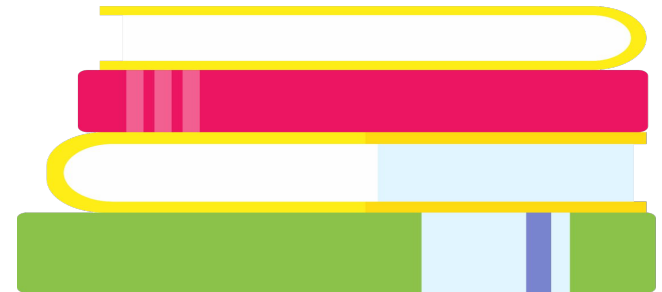
- Supervisor met 1:1 with each elementary principal to discuss new core program roll out
- New Principal Onboarding, HMH Into Reading and Arriba La Lectura focus
- New Teacher Orientation, HMH Into Reading and Arriba La Lectura focus
- Optional Professional Development for Teachers, K-5 (June and August)
- Literacy Coach Work Groups Created the following:
 - Pacing Guides
 - [HMH Pacing Guides](#)
 - [HMH Pacing Guides DUAL LANGUAGE - Google Docs](#)
 - Linked Science Units for cross curricular connections where it logically made sense
 - Created lesson plan structures for teachers to utilize [HMH Lesson Plan Template](#)
 - Revised [NHPS District Assessment Calendar 2023-24.xlsx](#)
 - Outlined [90 minute Literacy Block](#)
- Administrator Overview of HMH Into Reading with distribution of Look Fors

K-5: Full implementation of new core program aligned to the Science of Reading



NEW HAVEN PUBLIC SCHOOLS

- Into Reading
- Arriba La Lectura for Biliteracy Schools
- Houghton Mifflin Harcourt product
- Fidelity to the Core!
- Minimum of 90 minutes for Literacy Block
- K-3 Foundations (30 minutes)
- Writing Block 45 minutes



Structured Literacy Approach



NEW HAVEN PUBLIC SCHOOLS

- Phonological Awareness instruction
- Oral language development
- Phonics instruction
- Vocabulary instruction
- Fluency instruction
- Comprehension instruction
- Small group instruction
- Literacy Centers
- Print rich environment
- Clear Evidence of core program implementation
- All adults in classroom working with students
- Organized materials for easy student access
- Multilingual Learner supports & Arriba La Lectura
- Special education resources:
 - Options for Differentiation & Intervention within the program guide & online



90 Minute Block Grades K-3



NEW HAVEN PUBLIC SCHOOLS

90 Minutes	Core Instructional Practices	Students will...
30 minutes	Phonological Awareness Phonics Letter Name Fluency	<ul style="list-style-type: none"> ● identify, distinguish and manipulate letter sounds ● use the structure and meaning of words to spell/read
20 minutes	Whole group Structured Literacy: Shared Reading/Interactive Read Aloud Targeted Daily Learning Objectives and Weekly Focus/Key Learning Objectives from HMH <ul style="list-style-type: none"> ● Phonological Awareness ● Vocabulary ● Fluency ● Oral Language/Communication ● Comprehension 	<ul style="list-style-type: none"> ● engage in rich literary collaborative discussion ● Monitor comprehension ● use new vocabulary ● ask and answer questions about a text ● listen actively and make relevant comments ● Use reading strategies
40 minutes	Small groups/literacy centers: Guided and independent practice connected to skills and strategies learned. <ul style="list-style-type: none"> ● Phonological Awareness ● Phonics ● Letter Naming Fluency/CAP ● Vocabulary ● Fluency ● Oral Language/Communication ● Comprehension 	<ul style="list-style-type: none"> ● read in small groups ● receive explicit instruction and guided support ● read a variety of texts at independent and instructional levels ● engage in literacy centers
30 minutes	“WIN” What I Need Small Group and Individualized Enrichment and Intervention experiences based on student data	<ul style="list-style-type: none"> ● engage in enrichment/intervention experiences based on their needs ● review and extend understanding of literacy skills and strategies
45 minutes	Writing	<ul style="list-style-type: none"> ● extend understanding of text through a variety of writing genres ● write a variety of genres, for varying purposes and audiences ● write using grade level punctuation and sentence structure ● understand steps of the writing process

90 Minute Block Grades 4-5



NEW HAVEN PUBLIC SCHOOLS

90 Minutes	Core Instructional Practices	Students will...
30 minutes	<p>Whole group Structured Literacy: Shared Reading/Read Aloud Targeted Daily Learning Objectives and Weekly Focus/Key Learning Objectives from HMH</p> <ul style="list-style-type: none"> • Vocabulary • Word Study • Fluency • Oral Language/Communication • Comprehension 	<ul style="list-style-type: none"> • monitor comprehension • use new vocabulary • engage in rich literary collaborative discussion • ask and answer questions • listen actively and make comments • use reading strategies
20 minutes	<p>Foundational Skills</p>	<ul style="list-style-type: none"> • spell and read unfamiliar words • learn and use affixes and root words
40 minutes	<p>Small groups/centers: Guided and independent practice connected to skills and strategies previously learned.</p> <ul style="list-style-type: none"> • Phonics/Word Study • Vocabulary • Fluency • Oral Language • Comprehension 	<ul style="list-style-type: none"> • read in a small group • apply reading skills and strategies • read a variety of texts • engage in literacy centers • extend understanding of literacy skills and strategies
30 minutes	<p>“WIN” What I Need Small Group and Individualized Enrichment and Intervention experiences based on student data</p>	<ul style="list-style-type: none"> • engage in enrichment/intervention experiences based on needs • review and extend understanding of literacy skills and strategies
45 minutes	<p>Writing</p>	<ul style="list-style-type: none"> • write across genres • write using grade level conventions of usage, punctuation and sentence structure • understand steps of the writing process

Fall 2023 through Spring 2024 Professional Learning



NEW HAVEN PUBLIC SCHOOLS

August

September

Literacy Coaches

Job Embedded Coaching

Full Day
Differentiated *Into Reading and Arriba La Lectura* Session for K-5 Teachers

Full day workshop for K-5 teachers on foundational skills, writing instruction, tech resources, and assessment analysis

Resource overview and guidance for evidence of high quality instruction workshop for administrators

Classroom walkthroughs by the Academic Team

Weekly planning with teachers during grade level and data team meetings

Modeling lessons, observations, feedback, and data analysis

Structured opportunities during CIAs, staff meetings, half-days, and Learning Academies

Classroom and school support provided by a HMH coach for a half-day per school, four times a year for teachers and administrators

PROGRESS MONITOR



1

COMPUTER ADAPTIVE

2

GRADES 3-10
3 times per year

3

GRADES K-2
2 times per year

4

STUDENT AND
CLASSROOM REPORTS

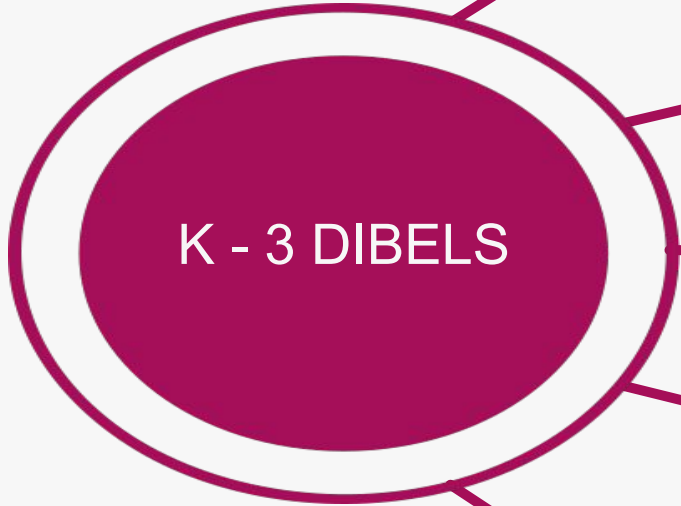
5

ALIGNED TO STANDARDS



NEW HAVEN PUBLIC SCHOOLS

PROGRESS MONITOR



1

Dynamic Indicators of Basic
Early Literacy Skills

2

3 Times Per Year

3

Phonological Awareness

4

Fluency

5

Data Analysis with Previous
Years



NEW HAVEN PUBLIC SCHOOLS

PROGRESS MONITOR



1

Provides an opportunity to observe the new program in classrooms

2

Actionable feedback provided to the school team

3

Utilizing rubrics to collect data for professional learning needs

4

Strengthens communication about effective instructional practices

5

Assistant Superintendents, Elementary Literacy Supervisor, Multilingual Director and Supervisor, Principal, and Literacy Coach participates



NEW HAVEN PUBLIC SCHOOLS

Policy Service

The Connecticut Reference Manual of School Board Policies, Regulations, and Bylaws

Sample policies are distributed for demonstration purposes only. Unless so noted, contents do not necessarily reflect official policies of the Connecticut Association of Boards of Education, Inc.

Connecticut Association of Boards of Education, Inc.

DRAFT

Policy Service

The Connecticut Reference Manual of School Board Policies, Regulations, and Bylaws

P3542(a)

Business and Non-Instructional Operations

Food Service

School Lunch Service

The Board of Education (Board) recognizes that students require adequate, nourishing food and beverages in order to grow, learn and maintain good health. It is the intent of the Board that District schools take a proactive effort to encourage students to make nutritious food choices. The Board directs that students shall be provided with adequate space and time, of at least 20 minutes for full-day, to eat meals during the school day.

The District shall offer nutritious meals to all students without regard to race, color, age, creed, religion, gender, sexual orientation, gender identity or expression ancestry, national origin, marital status, pregnancy, ~~or~~ disability, or the ability to pay.

~~The Board shall provide food service { } for school breakfasts; { } for school lunches that meets the nutritional standards required by state and federal school breakfast and lunch programs. (Alternate language: The District shall participate in the { } School Breakfast Program (SBP), { } National School Lunch Program (NSLP), Child and Adult Care Food Program (CACFP), Summer Food Program (SFP), and the Fresh Fruit and Vegetable Program (FFVP){ } Special Milk Program (SMP). The District's NSLP, SBP and SMP will operate to meet dietary specifications in accordance with the Healthy Hunger-Free Kids Act of 2010 and applicable state laws and regulations.~~

~~The district shall work with community partners in an attempt to alleviate "food gaps" during school breaks, such as April recess or the winter holiday recess.~~

This service shall be under the supervision of the Food Service Director who shall be responsible to the ~~Business Manager~~ Chief Operating Officer. The Food Service Director shall be hired under specific job specifications and approved by the Board of Education.

Aims

Policies governing the operation of the school lunch program shall be:

1. To provide cafeteria facilities in all new schools and in other schools wherever practicable.
2. To provide wherever cafeteria facilities exist nutritionally balanced and attractive lunches available to all students with sufficient time allowed for eating. Varied and nutritious food choices shall be ~~sold or~~ served consistent with applicable federal government Dietary Guidelines for Americans.
3. To provide lunches free or at reduced rates to children whose economic or health needs require such action, with the approval of the Superintendent of Schools on ~~the~~ recommendation of the Principal and school nurse.

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Policy Service

The Connecticut Reference Manual of School Board Policies, Regulations, and Bylaws

Facilities

Cafeteria facilities, wherever possible, shall include the following:

1. Attractive, well-ventilated dining rooms.

Policy Service

The Connecticut Reference Manual of School Board Policies, Regulations, and Bylaws

P3542(b)

Business/Non-Instructional Operations

Food Service

Facilities (continued)

2. A carefully planned, well-equipped kitchen adjacent to each dining area.
3. Adequate storage space so that food and supplies may be purchased in sufficient quantity to take advantage of favorable market conditions.
4. Maintenance, inspection and repair of equipment so that maximum use is obtained and danger of accidents to personnel is minimized.

Maintenance of Sanitary Conditions

Sanitary conditions in all phases of the preparation and serving of food shall be rigidly maintained at all times. The District shall maintain proper sanitation and health standards in food storage, preparation and service, in accordance with all applicable state and federal laws, regulations and requirements.

The Food Service Director shall be responsible for the education of all food handlers as to personal hygiene and techniques of sanitation.

~~All cafeteria workers shall be required to have a physical examination at the time of employment and periodically as requested by the School Medical Advisor.~~

Financing

The school lunch program shall be financed as follows:

1. ~~If meal prices are needed~~, prices of school lunches shall be determined by the Superintendent in accordance with all prevailing costs of food, supplies, supervision costs, and wages of hourly workers.
2. Costs of food, supplies, salaries and wages of all employees, and other expenses directly incurred in the school lunch program shall be paid out of a separate fund, which shall be maintained under the control of the Business Manager or his/her designee and into which all receipts from sales and federal cash grants shall be paid. This fund shall be subject to annual audit by the District auditor. In compliance with federal law, the District's NSLP (and SBP) shall be non-profit.
3. Office facilities, equipment, heat, light and power shall be paid out of funds appropriated by the Board of Education.
4. Although the Board believes that the District's nutrition and food services operation should be financially self-supporting, it recognizes, however, that the nutrition program is an essential educational and support activity. Therefore, budget neutrality or profit generation must not take precedence over the

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Policy Service

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nutrition needs of its students.

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Connecticut Association of Boards of Education, Inc.

Policy Service

The Connecticut Reference Manual of School Board Policies, Regulations, and Bylaws

P3542(c)

Business/Non-Instructional Operations

Food Service (continued)

School Food Safety Inspections/School Food Safety Program

The District shall comply with state and federal requirements for conducting cafeteria health and safety inspections and ensuring employee participation in appropriate inspection services and training programs.

The District shall obtain two (2) safety inspections per year in accordance with all local, state and federal laws and regulations. The District shall post the most recent inspection report and release a copy of the report to members of the public upon request.

The District shall comply with federal regulations in developing a food safety program that enables District schools to take systematic action to prevent or minimize the risk of food borne illness among students, **as well as to prevent or minimize the risk for students with life-threatening allergies.**

Farm to School Program *(optional revision/addition to policy)*

Any bid submitted by a service management company in response to a request for proposal (RFP) or bid solicitation by the Board that is posted to the State Portal and that relates to the Board's school nutrition program shall include information detailing the consistency of such bid with the State's Farm to School Program and the ways in which such bid facilitates the purchase of products from local farmers by the Board. All other factors being equal, the Board shall give preference to the RFP or bid that promotes the purchase of local farm products.

Any person who sells any farm product as Connecticut-grown to the District is required to offer proof to the District that such farm product was produced in Connecticut, including, but not limited to, the name of the person or business that produced the farm product and the name and address of the farm where such product was produced.

(cf. 3542.31 – Participation in the Nutritional School Lunch Program)

(cf. 3542.33 – Food Sales Other Than National School Lunch Program)

(cf. 3542.34 – Nutrition Program)

(cf. 3542.43 – Charging Policy)

(cf. 6142.101 – Student Nutrition and Physical Wellness (School Wellness))

Legal Reference: Connecticut General Statutes

10-215 Lunches, breakfasts and other feeding programs for public school children and employees. (as amended by PA 21-46)

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Policy Service

The Connecticut Reference Manual of School Board Policies, Regulations, and Bylaws

10-215a Nonpublic school and nonprofit agency participation in feeding programs.

10-215b Duties of State Board of Education re feeding programs.

P3542(d)

Business/Non-Instructional Operations

Food Service

Legal Reference: Connecticut General Statutes (continued)

10-216 Payment of expenses.

State Board of Education Regulations

10-215b-1 School lunch and nutrition programs.

10-215b-11 Requirement for meals.

10-215b-12 Reimbursement payments. (including free and reduced price meals)

10-215d Regulations re nutrition standards for school breakfasts and lunches. (as amended by PA 16-37)

10-221o Lunch periods. Recess. Board to adopt policies addressing limitation of physical exercise.

22-38d Farm to school program. (as amended by PA 16-37 and PA 18-73)

Child Nutrition and WIC Reauthorization Act of 2004, 42 U.S.C. Section 1751.

School Lunch and Breakfast Programs 42 U.S.C. Section 1751 et seq.

National Food Service Programs, Title 7 Code of Federal Regulations, 7 CFR Part 210, Part 220, Part 215, Part 245.

42 U.S.C. Sec. 1758(h)/7 CFR Sect 210.13, 220.7 (School Food Safety Inspections).

Federal Register (74 Fed. Reg. 66213) amending federal regulations (7CFR Part 210 and 220).

P.L. 111-296 Healthy, Hunger-Free Kids Act of 2010 (HHFKA), 42 U.S.C. 1751

7 CFR Parts 210 & 220 – Nutrition Standards in the National School Lunch & School Breakfast Programs.

Nondiscrimination on the Basis of Handicap in Programs or Activities Receiving Federal Assistance, 7 C.F.R. Part 15b (2001)

Policy adopted:

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Policy Service

The Connecticut Reference Manual of School Board Policies, Regulations, and Bylaws

P3542.31(a)

Business and Non-Instructional Operations

Free or Reduced Price Lunches (National School Lunch Program)

Participation in the National School Lunch Program (NSLP) (and School Breakfast Programs) (SBP) is/are herewith authorized, **including the Community Eligibility Provision**. Authorization is granted to the Superintendent to act on behalf of the Board for purposes of participating in the National School Lunch Program (and School Breakfast Program).

Free nutritious meals will be served to children from families whose income falls within the current criteria established by the Secretary of Agriculture under the Federal Lunch Program for free lunches.

The District shall establish an appeals process under which a parent/guardian may appeal a decision regarding his/her initial application for benefits, or any subsequent reduction or termination of benefits.

The schools shall not physically segregate or discriminate against any child because of his or her inability to pay for a meal. The names of children eligible to receive free meals shall not be published, posted, or announced in any manner; and there shall be no overt identification of any such children by use of special tokens or tickets, or by any other means.

The District shall ensure that, in the operation of the free and reduced-price meals and/or free milk programs, no student shall be discriminated against because of race, color, age, creed, religion, sex, sexual orientation, ancestry, gender identity or expression, national origin, marital status, pregnancy or disability, or any other basis prohibited by law, in its implementation of such a program.

The District's NSLP and SBP shall operate to meet dietary specifications in accordance with the Healthy, Hunger-Free Kids Act of 2010 and applicable state laws and regulations.

***Note:** An optional approach, the Community Eligibility Provision (CEP) allows eligible schools to provide free meals to all students at no charge, regardless of family income. To qualify, at least 40 percent of a school's population must be identified as low income children who meet criteria for free school meals. Instead of collecting individual applications for free and reduced price meals, CEP uses information from other programs, including the Supplemental Nutrition Assistance Program and the Temporary Assistance Program for Needy Families.*

(cf. 3542 – School Lunch Program)

(cf. 3542.33 – Food Sales Other Than National School Lunch Program)

(cf. 3542.34 – Nutrition Program)

(cf. 3542.43 – Charging Policy)

(cf. 6142.101 – Student Nutrition and Physical Wellness, School Wellness)

Legal Reference: Connecticut General Statutes

10-215 Lunches, breakfasts and other feeding programs for public school children and. (as

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Policy Service

The Connecticut Reference Manual of School Board Policies, Regulations, and Bylaws

amended by PA 21-46)

P3542.31(b)

Business/Non-Instructional Operations

Free or Reduced Price Lunches (National School Lunch Program)

Legal Reference: (continued)

10-216 Payment of expenses.

10-221o Lunch periods. Recess. Boards to adopt policies addressing limitations of physical exercise.

Title VII, Civil Rights Act, 42 U.S.C. 2000e, et seq. as amended by Title IX, Equal Employment Opportunity Act.

United States Department of Agriculture 7 C.F.R. 15, re nondiscrimination.

42 U.S.C. Sec. 1758, 7 CFR Part 145, Sec. 245.5, 245.6, 245.7, 210.9, 210.20

U.S.D.A., Eligibility Guidance for School Meals Manual

U.S.D.A., FNS Instruction 765-7 Rev. 2: Handling Lost, Stolen and Misused Meal Tickets

Healthy, Hunger-Free Kids Act of 2010, 42 U.S.C. 1751 §§203, 205

Nondiscrimination on the Basis of Handicap in Programs or Activities Receiving Federal Assistance, 7 C.F.R. Part 15b (2001)

Policy adopted:

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Connecticut Association of Boards of Education, Inc.

Instruction

Student Publications

Student publications are important elements of the instructional program and contribute directly to the accomplishment of the school's goals. The Board of Education encourages the development of school student publications such as newspapers, annuals, and magazines because they offer an educational activity through which students gain experience in reporting, writing, editing, and understanding responsible journalism. Such publications also provide an opportunity for students to express their views and a means of communicating both within and beyond the school community.

*All student publications will comply with the rules of responsible journalism. Libelous statements, unfounded charges and accusations, obscenity, false statements, materials advocating racial or religious prejudice, hatred, **detrimental and prejudicial terms**, violence, the breaking of laws and school policies and/or regulations, or materials designed to disrupt the educational process will not be permitted. Expressions of personal opinion must be clearly identified as such, and bear the name of the author. Opportunity for the expression of opinions differing from those of the student publishers must be provided.*

In addition, student newspapers and/or publications which are paid for by the District and/or produced under the direction of a teacher as part of the school curriculum are not considered a public forum. In such cases, the Board reserves the right to edit or delete such student speech which is determined to be inconsistent with the District's basic educational mission.

The Board recognizes that students have rights to free expression in student publications. Consequently, student speech shall be limited in officially sponsored student publications only if there is a legitimate pedagogical reason to do so. The administration shall develop regulations to provide guidance on such legitimate pedagogical reasons.

Optional language:

Students shall have the right to appeal the exercise of pre-publication or pre-production control by District staff to the Board. (Note: there is no legal requirement for an appeal process.)

*Legal Reference: Eisner v Stamford Board of Education, 440 F. 2d 803 (2nd Cir 1971)
Trachtman v Anker, 563 F. 2d 512 (2nd Cir. 1977) cert. denied, 435 U.S. 925 (1978)
Hazelwood School District v. Ruhlmeir, 484 U.S. 260, 108 S Ct 562 (1988)
Bethel School District v. Fraser, 478 US 675 (1986)
Tinker v. Des Moines Independent Community Dist., 393 US 503, (1969)*

Sample policies are distributed for demonstration purposes only. Unless so noted, contents do not necessarily reflect official policies of the Connecticut Association of Boards of Education, Inc.

Adapted from Connecticut Association of Boards of Education, Inc.

Instruction**Student Publications****Purposes of Official Student Newspaper**

1. To exist as an instructional device for the teaching of writing and other journalistic skills;
2. To provide a forum for opinions of students, school staff, and members of the community; and
3. To serve the entire school by reporting school activities.

Rights of Student Journalists

1. To print factual articles dealing with topics of interest to the student writers; and
2. To print, on the editorial page, opinions on any topic, whether school related or not, which students feel are of interest to themselves or to the readers.

Responsibilities of Student Journalists

1. To submit copy that conforms to good journalistic writing style;
2. To rewrite stories, as required by the journalism advisor, to improve journalistic structure, sentence structure, grammar, spelling and punctuation;
3. To check facts and verify quotes;
4. In the case of editorials on controversial issues, to provide space for rebuttals, in the same issue if possible, but otherwise no later than the following issue; and
5. Subject to the specific limitations in these guidelines, to determine the contents of official student newspapers.

Material Not Permitted in Official School Newspapers

1. Material which is libelous or which violates the rights of privacy;
2. Profanity, *as defined in the Oxford dictionary*, ~~hereby defined as the language which would not be used in The Hartford Courant or The New York Times;~~

Instruction**Student Publications****Material Not Permitted in Official School Newspapers (continued)**

3. *Material which criticizes or demeans any race, religion, sex or ethnic group;*
4. *Ads for cigarettes, liquor, or any other product not conducive to good health;*
5. *Any material, the publication of which would cause substantial disruption of the school. Substantial disruption is hereby defined as the threat of physical violence in the school or nearby community and/or the disruption of the school's educational program; and*
6. *Endorsements of political candidates or ballot measures, whether such endorsements are made via editorial, articles, letter or photograph cartoon. The newspaper may, however, publish "fact sheet" types of articles on candidates and ballot measures, provided such articles do not endorse any person or position, and provided equal space is provided for all candidates for a particular office or both sides of a ballot measure.*

Determination of Appropriateness

The newspaper advisor shall have the primary responsibility of reviewing each article prior to its publication to determine if it satisfies all the conditions of these guidelines. The school Principal or his/her designated representative other than the newspaper advisor may also review copy prior to its publication. However, such copy must be returned to the student editors within 72 hours after it is submitted for review. No copy may be censored except for reasons specifically listed in Board policy and these guidelines. Nothing in these guidelines is intended to allow censoring of any article merely because it is controversial or because it criticizes a particular school, a school procedure, or the school system itself.

Resolution of Differences

*In the event of disagreement as to whether an article should be printed, each school shall have a Publications Board, which shall meet within 48 hours to submit its opinion. **It is suggested that** the Publications Board shall consist of the Principal or his/her designated representative; the journalism advisor; the editor-in-chief; representatives from the student government, the PTA/PTO and the advisory council; and other members as mutually agreed upon. If the Publications Board cannot solve the dispute, then an appeal shall be made to the Superintendent who shall seek advice from the Board's legal counsel in making his/her decision. The Superintendent shall act on the appeal within 48 hours.*

Instruction

Student Publications (continued)

Legal Reference: *Eisner v. Stamford Board of Education, 440 F.2d 803 (2nd Cir 1971)*

Trachtman v. Anker, 563 F.2d 518 (2nd Cir 1977), cert. denied, 354 U.S. 925 (1978)

Hazelwood School District v. Kuhlmeier, 484 U.S. 260, 108 S Ct 562 (1988)

Bethel School District v. Fraser, 478 US 675 (1986)

Tinker v. Des Moines Independent Community Dist., 393 US 503, (1969)

Instruction**School Productions**

Student productions are important elements of the instructional program and contribute directly to the accomplishment of the school's goals. The Board of Education shall encourage the development of school theatrical productions.

*The Board recognizes that students have rights to free expression in student **theatrical** productions. Consequently, student speech shall be limited in officially sponsored student **theatrical** productions only if there is a legitimate pedagogical reason to do so. The administration shall develop regulations to provide guidance on such legitimate pedagogical reasons.*

Definition

School productions shall refer to any performance involving student participants and prepared for an audience, either within or outside the regular school day. Productions shall include, but not be restricted to, concerts, plays, variety shows and exhibits.

Requirements

School productions involving students shall meet the following criteria:

- 1. Performances and productions shall contribute to educational goals and objectives and shall not substantially disrupt regularly scheduled school activities or classes.*
- 2. Include content that adheres to constitutional requirements for separation of church and state, allowing for historical and cultural perspective.*
- 3. Encourage inclusiveness and reflect sensitivity to diversity, race, religion, disability and ethnicity.*
- 4. Consideration by the faculty of the maturity levels of students and appropriate standards of theatrical taste.*
- 5. Performances shall be approved in advance by the principal.*
- 6. Sponsors shall avoid the extended use of a particular student group.*
- 7. Arrangements shall be made to provide proper supervision and to assure that participating students conduct themselves in a way that brings credit to the school.*
- 8. Performances that are scheduled outside school hours are preferred.*
- 9. As required, approval, **rights and royalties** shall be acquired from copyright holders.*

Instruction**School Productions** (continued)

Student productions shall not contain speech which:

1. is vulgar, indecent or obscene;
2. contains libelous comments, personal attacks or abusive language such as language defaming a person's character, race, religion, ethnic origin, gender, family status, or disability;
3. causes or clearly threatens to cause a material and substantial disruption of normal school functions or school activities;
4. encourages the commission of unlawful acts or the violation of lawful school rules; or
5. promotes any product or service not permitted to minors by law.

Students may appeal a faculty advisor's or principal's decision to restrict production.

(cf. 6145.3 - Publications)

(cf. 6145.4 - Student Performances)

(cf. 6162.2 – Copyright Law Compliance)

Legal Reference: *Eisner v Stamford Board of Education*, 440 F. 2d 803 (2nd Cir 1971)

Trachtman v Anker, 563 F. 2d 512 (2nd Cir. 1977) cert. denied, 435 U.S. 925 (1978)

Hazelwood School District v. Kuhlmeir, 484 U.S. 260 (1988)

Policy adopted:

Policy Service

The Connecticut Reference Manual of School Board Policies, Regulations, and Bylaws

6161.1

Instruction

Evaluation of Instructional Materials

General

Instructional materials shall be evaluated consistently and systematically to insure high instructional standards to ensure compliance with Connecticut General Statutes, regulations of the State Board of Education, Board of Education policy and regulations.

These guidelines are not intended to supplant the professional judgment of staff who evaluate instructional materials — both student materials and teacher materials. Instead, they establish minimum standards for acceptability and provide criteria on which to judge instructional quality.

To accurately portray diversity in the United States, instructional materials should encourage students to understand the historical roles and contributions of members of all genders, races, and cultures, and the forces which shaped those roles and contributions.

Limitations

It may be inappropriate to require a pictorial or textual item to conform to these guidelines, for example in reprinting a story by a well known author or in a painting by an artist which makes an important contribution to a particular instructional material. In such situations, discussion material should have been included which explains why a particular attitude was prevalent during a certain period in history, and how and why that attitude has changed.

When examining instructional material for adverse reflection on race, creed, sex, etc., the evaluator should make a qualitative judgment with respect to stories or articles having historical perspective. Any description, depiction, inference, label, or retort found to be, by itself, an adverse reflection should not be judged out of context. Rather, the story or article should be examined for appropriate explanations, discussions, or other comments included or immediately attached which may overcome the impact of such offending words or pictures. The instructional material should be rejected only if, on a total basis, the story or article would, in the mind of an average student for whom the material is intended, reflect adversely upon a person because of his or her race, color, creed, national origin, ancestry, sex, or occupation.

Legal Reference: Connecticut General Statutes

10-18a Contents of textbooks and other general instructional materials

Policy adopted:

Policy Service

The Connecticut Reference Manual of School Board Policies, Regulations, and Bylaws

6161.1(a)

Instruction

Evaluation of Instructional Materials

Materials in a Series

When evaluating instructional materials designed as a graded, non-graded, or multi-graded series, each component shall be judged individually for compliance without regard to the contents of other components. However, a group or sequence of materials for use exclusively within a particular single grade shall be judged on a total basis for adverse reflections on race, creed, sex, etc. For example, if a package of three different books is designed to be used as fourth grade readers, and a student is expected to complete all books in that school year, any portrayal deficiencies found in one book may be balanced against any exemplary portrayal in another book. However, each of the three books must be judged separately as well.

Specific Criteria for Evaluation of Instructional Materials:

1. Male and Female Roles

To encourage the individual development and self esteem of each child, regardless of gender, instructional materials shall portray women and men, girls and boys, in a wide variety of occupational, emotional, and behavioral situations, presenting both sexes in the full range of their human potential. The criteria are:

- A. An absence of descriptions, depictions, inferences, labels or retorts which demean, stereotype, or patronize one gender.
- B. Instructional materials should accurately reflect contemporary American society, and, regardless of the subject area, contain appropriate references to, or illustrations of, males and females.
- C. Mentally and physically active, creative, problem solving roles, and success and failure in those roles, should be **approximately equal** between male and female characters.
- D. Emotions of fear, anger, aggression, excitement or tenderness should occur among characters regardless of gender.
- E. Traditional activities by one sex should be balanced by nontraditional activities for that sex.
- F. If professional or executive roles, or vocations, trades or other gainful occupations are portrayed, men and women should be represented approximately equally.
- G. **Where life-style choices are discussed, all genders should be offered an equally wide range of such aspirations and choices.**
- H. In history or current events and on achievements in art, science, or any other field, historically accurate contributions of **both men and women** should be included and discussed.
- I. Imbalance or inequality, when presented for historical accuracy, should, in the student edition of instructional material, be interpreted in light of contemporary standards and circumstances.
- J. Sexually neutral language, for example, "people", "persons", "men and women", "pioneers", "they", should predominate.

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6161.1(b)

Instruction

Evaluation of Instructional Materials (continued)

Specific Criteria for Evaluation of Instructional Materials

2. Ethnic and Cultural Groups

To project the cultural diversity of our society, instill in each child a sense of pride in his or her heritage, eradicate the seeds of prejudice, and encourage individual development, instructional materials, when portraying people (or animals having identifiable human attributes), shall include a fair representation of **all ethnic and cultural** majority and minority groups characters in a wide variety of occupational and behavioral roles and present the contributions of **same** ethnic and cultural groups. **The criteria are:**

- A. **An absence of** descriptions, depictions, inferences, or labels which demean, stereotype, or patronize **ethnic and cultural** minority groups **must not appear**.
- B. Portrayals of diverse ethnic or cultural groups **shall** ~~should~~ not depict differences in customs or lifestyle as undesirable and **must** ~~should~~ avoid adverse value judgments of such differences.
- C. Instructional materials which reflect contemporary American society **must** ~~should~~ contain references to, or illustrations of diverse ethnic groups.
- D. Mentally active, creative, and problem-solving roles, and characters' successes and failures should be divided between **the various ethnic and cultural** groups.
- E. ~~Portrayal of minority characters in traditionally restricted roles should be balanced by presentation of nontraditional activities for those characters.~~
- F. ~~Minority persons~~ **Members of all ethnic and cultural groups** should be depicted in the same range of socioeconomic settings as ~~persons of the majority group~~.
- G. ~~Depiction of~~ Diverse ethnic and cultural groups should **not** be **depicted** limited to the **within their** original culture but ~~expanded to include such groups~~ **as well as** within the mainstream of American life.
- H. If professional or executive roles, vocations, trades, or other gainful occupations are portrayed, ~~majority and minority~~ **all ethnic and cultural groups** should be presented therein in fair proportions.
- I. In history or current events, achievements in art, science, or any other field are presented, the contributions of **all ethnic and cultural groups**, and particularly prominent ~~minority persons~~ **members of said groups**, should be included and discussed.
- J. Imbalance or inequality of any kind presented for historical accuracy, should, in the student edition of the instructional materials, be interpreted in light of contemporary standards and circumstances.

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The Connecticut Reference Manual of School Board Policies, Regulations, and Bylaws

6161.1(c)

Instruction

Evaluation of Instructional Materials (continued)

Specific Criteria for Evaluation of Instructional Materials

3. Owners and Labor

- A. References or labels which demean, stereotype, or patronize an occupation, vocation, or livelihood ~~should~~ **shall** not appear.
- B. Where appropriate, accurate acknowledgments should be made to the roles and contributions of entrepreneurs in the history of Connecticut and the United States.
- C. Accurate references should be made to roles and contributions of labor in the history of Connecticut and the United States.

4. Ecology and Environment

- A. Human responsibilities for creating and maintaining a clean and healthy environment are appropriately portrayed.
- B. Wise use of resources, both human and physical, is encouraged.
- C. Interdependence of people and their environment are made clear.
- D. Effects of environmental problems are identified as are the effects of solving them.
- E. Appropriate means of protecting the environment are suggested.

5. Dangerous Substances

- A. Hazards of using tobacco, alcohol, narcotics, and restricted dangerous drugs are depicted in illustrations or discussions when references to these substances are included in instructional materials.
- B. The use of tobacco, alcohol, narcotics, or restricted dangerous drugs is not glamorized or encouraged by illustrations or discussion references.

6. Religion

- A. No religious belief or practice shall be held up to ridicule nor any religious group portrayed as inferior or superior.
- B. Portrayals of contemporary American society should, where religion is discussed or depicted, reflect its religious diversity. Except where material deals with a particular historical era, materials in art

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and music must, where religious aspects thereof are depicted, reflect the religious diversity of contemporary American society.

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6161.1(d)

Instruction

Evaluation of Instructional Materials (continued)

Specific Criteria for Evaluation of Instructional Materials

C. Any explanation or description of religious beliefs or practices shall be presented neutrally and shall not indoctrinate students in any particular religious belief nor instruct students in religious principles.

7. Brand Names

Instructional materials shall not contain illustrations of identifiable commercial brand names, representations, or corporate logos unless such illustrations are necessary to the educational purpose of the instructional material and that purpose cannot be achieved without using such illustrations — unless such illustrations are incidental to a scene of a general nature. If, under these exceptions, a brand name, representation or corporate logo is illustrated, prominence shall not be given to any one brand or corporation unless, in turn, such illustration is necessary to the educational purpose of the instructional material and that purpose cannot be achieved without using such illustration.

8. Food

When instructional materials contain illustrations of foods, there shall be an emphasis on foods of high nutritional value.

Legal Reference: Connecticut General Statutes

1018a Contents of textbooks and other general instructional materials.

Regulation approved:

Instruction

Statewide Proficiency/Mastery Examinations

~~Each student enrolled in the fourth, sixth, eighth and tenth grades shall take a statewide mastery examination (measuring whether or not a student has mastered essential grade level skills in reading, language arts and mathematics). The mastery examination shall be provided by and administered under the supervision of the State Board of Education.~~

~~Students who meet or exceed the state-wide mastery goal on each component of the state-wide tenth grade mastery examination, shall have a certification of such mastery made on the permanent record and transcript. A student who has not met the mastery goal level on each component of the mastery examination may annually take or retake each such component at its regular administration until the student scores at or above each goal level or until the student graduates or turns twenty-one (21).~~

~~The school district may not require achievement of a satisfactory score on the statewide proficiency examination or statewide mastery examination, or any subsequent retest on a component of such examinations as the sole criterion of promotion or graduation.~~

~~Special education students shall participate in mastery testing except when their planning and placement team determines that participation would be inappropriate.~~

~~The provisions on mastery testing shall not apply to any student enrolled for three (3) years or less in a bilingual program, or English as a Second Language program.~~

~~(cf. 5121 Examination/Grading/Rating) (cf. 6146 Graduation Requirements)~~

Instruction

Statewide Proficiency/Mastery Examinations (continued)

~~Legal Reference: — Connecticut General Statutes~~

~~10-14m Development and submission of educational evaluation and remedial assistance plan.~~

~~10-14n Statewide mastery examination. Conditions for reexamination. Limitation on use of test results.~~

~~10-140 Compensatory education grant Financial statement
of expenditures.~~

~~10-14p Reports by local and regional boards re instructional
improvement and student progress.~~

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P6146.2(a)

Instruction

Statewide Proficiency/Mastery Examinations (Statewide Summative Assessments)

Annually, each student enrolled in grades three through eight inclusive shall take a mastery examination or examinations that measures essential and grade appropriate skills in reading, writing or mathematics during the time period specified by the State Department of Education. Students enrolled in grade eleven shall annually take a nationally recognized college readiness assessment approved by the State Board of Education that measures essential and grade appropriate skills in reading, writing and mathematics. (Connecticut SAT School Day in English language arts and math examination) Each student enrolled in grade five, eight, and eleven shall, annually, during the time period specified by the State Department of Education, take a state-wide mastery examination that measures essential and grade appropriate skills in science. (Next Generation Science Standards) The State Board of Education shall approve the provision and administration of all mastery examinations. All examinations shall take place during the regular school day.

***Note:** Students in Connecticut participate in the Smarter Balanced Assessments in English, language arts, literacy and mathematics in grades three through eight inclusive. In science, students participate in Next Generation Science Standards (NGSS) assessment.*

~~Student scores on each component of the statewide eleventh grade state assessment may/shall be included on the permanent record and transcripts for eleventh grade students. For each eleventh grade student who meets or exceeds the statewide mastery goal level on any component of the mastery examination, shall have a certification of such mastery made on the permanent record and transcript and be provided a certificate of mastery for each such component.~~

The school District (excludes endowed or incorporated high schools) may not require achievement of a satisfactory score on a mastery examination or any subsequent retest on a component of such examinations as the sole criterion of promotion or graduation.

Special education students shall participate in mastery testing except in the rare case when their Planning and Placement Team determines that participation would be inappropriate and recommends the use of an alternative assessment as specified by the State Board of Education.

All **Multilingual learners (MLs)** including recently arrived, defined as those students whose initial entry date in a U.S. school is less than two years (24 months) prior to test administration are required to participate in all content areas of the state summative assessment.

~~All students identified as Multilingual Learners (MLs) who are identified as in need of services~~ shall take the LAS Links Assessment. Scores on each component of the mastery examination for English learners who have been enrolled in school in this state or another state for fewer than twenty (20) school months shall not be used for the purposes of calculating the school accountability index as defined in C.G.S. 10-223e.

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P6146.2(b)

Instruction

Statewide Proficiency/Mastery Examinations (Statewide Summative Assessments) (continued)

All Multilingual Learners (ML), including all recently arrived ELs, must participate in all assessments and will be included in participation rate calculations for all subjects. This includes mathematics, ELA and science as well as the English language proficiency assessment. Scores earned by recently arrived MLs are not included in Achievement Status (indicator 1) calculations under Accountability Reporting - Achievement Status. Recently arrived MLs who have participated in two Smarter Balanced administrations are included in growth calculations (indicator 2) under Accountability Reporting - Achievement Growth. Scores from year 1 ~~is~~ are ready to serve as a baseline for academic growth in Year 2. In year 3, the scores of recently arrived MLs will be included toward academic achievement and academic growth indicators in Connecticut's accountability system.

Any alternate assessment, including the Connecticut Alternate Assessment, of students enrolled in special education, shall be available only to those students with significant cognitive disabilities. Students with significant cognitive disabilities in grades three through eight and eleven shall be assessed with the Connecticut Alternative Assessment in English/language arts and mathematics. In science, eligible students with significant cognitive disabilities shall be assessed with the Connecticut Alternate Science Assessment in Grades five, eight and eleven.

In compliance with federal law, out-of-level testing is not an option for students enrolled in special education.

The Board of Education recognizes that federal law requires full participation of all students on the state summative assessments, with a minimum standard for the participation rate of at least 95 percent of all students and all student groups for each subject. Further, the Board realizes there are consequences for districts and schools not meeting this participation role threshold on these state summative assessments.

(cf. 5121 - Examination/Grading/Rating)
(cf. 5125 - Student Records; Confidentiality)
(cf. 6146 - Graduation Requirements)
(cf. 6162.31 - Test Exclusion)

Legal Reference: Connecticut General Statutes
10-14n Statewide mastery examination. Conditions for reexamination. Limitation on use of test results. (as amended by PA 03-174, PA 03-168, and PA 13-207, Section 115 of PA 14-217, PA 15-238 and PA 17-14)
10-14o Compensatory education grant. Financial statement of expenditures.
1014p Reports by local and regional boards re instructional improvement and student progress.
10-14q Exceptions (as amended by PA 01-205)
10-223e Statewide education accountability plan.
PA 15-238 An Act Concerning Students Assessments
PL 107-110 – Title I, 34 CFR Part 200

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34 CFR, Part 200 Regulations appearing in Federal Register, 9/13/06.

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Policy Service

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P6200(a)

Instruction

New Haven Adult and Continuing Education Program

~~The New Haven Adult and Continuing Education Program is committed to serving adults with educational deficiencies which create barriers to full participation in our society. The emphasis of this program is on providing a course of instruction designed to meet the goals and objectives of these students, as well as preparation for meaningful employment. Assisting students to achieve their personal goals will result in effective development of intellectual, occupational, basic and social skills. Ultimately, this program will produce citizens who can more effectively contribute to society.~~

The Board recognizes that education is a lifelong process. Therefore, the Board of Education shall establish and maintain a program of adult education classes. (or shall provide for participation in a program of adult classes for its adult residents through a cooperative arrangement with another school district or with a cooperating eligible entity or with a regional service center.) The adult education program shall be open to all residents over age 17, not attending any public or private elementary, middle or senior high school. The program shall offer a variety of subjects to serve civic, cultural, vocational, and avocational needs of the community. Course offerings shall be determined by response to courses previously given and by newly arising needs and interests, subject to limitations of the plant, personnel and equipment.

The District, as permitted by statute, shall determine the minimum number of weeks per semester the adult education program will operate. Certified counseling staff shall be provided to assist adult education program students with educational and career counseling.

Classes shall be made available at fees to be established by the Board of Education. No tuition shall be charged for residents who enroll in adult classes for elementary (basic skills) and high school completion, Americanization and United States citizenship and English for adults with limited English proficiency. Other courses may be provided in any subject included in District schools, including adult literacy, parenting skills, and vocational education and any other subject or activity only when the number of interested adults is sufficient to form a class of proper size, and when a qualified teacher, adequate facilities and appropriate supervision can be made available.

In addition, college preparatory classes may be offered for adults who have earned a high school diploma or its equivalent and require postsecondary developmental education that will enable such adults to enroll directly in a program of higher education, as defined in C.G.S. 10a-34, at an institution of higher education upon completion of such classes. A fee may/shall be charged for these classes.

The District shall grant an adult education diploma to those adult education program participants who have satisfactorily completed a minimum of twenty (25) adult education credits, of which not fewer than four shall be in English; not fewer than three in mathematics; not fewer than three in social studies, including one in American History and at least one-half credit course in civics and American government; not fewer than two in science; and not fewer than one in the arts or vocational education.

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P6200(b)

Instruction

Adult Continuing Education (continued)

The District, in determining the satisfactory completion of needed credits for an adult education diploma, shall award, subject to any State Board of Education regulations:

1. Credit for experiential learning, including:
 - a. Not more than two non-required credits for military experience, including training;
 - b. Not more than one vocational education non-required and one required or not more than two non-required credits for occupational experience, including training; and
 - c. Not more than one non-required credit for community service or avocational skills.
2. Credit for successful completion of courses taken for credit at state-accredited institutions, including public and private community colleges, technical colleges, community-technical colleges, four-year colleges and universities and approved public and private high schools and technical high schools;
3. Up to three credits for independent study projects, provided no more than one such credit shall be applied to each required subject area.

Legal Reference: Connecticut General Statutes

10-67 Adult education-definitions

10-69 Adult education (as amended by PA 03-100 and PA 11-126)

10-71 State grants for adult education programs.

10-73a Adult education

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**The Connecticut Reference Manual
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