

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

INFORMATION ONLY: PERSONNEL REPORT OF THE SUPERINTENDENT November 22, 2021

RESIGNATIONS – Teachers:

<u>Name</u>	<u>Assignment</u>	<u>Effective Date</u>
Katelyn Bellmore	English Nathan Hale School General Funds 19041614-50115	06/30/2021
Judy Boutros	Science Barnard Magnet School Inter-District Funds 27041002-50115	11/15/2021
Tiffany Cavanagh	Grade 5 Mauro-Sheridan Magnet School Inter-District Funds 27041019-50115	11/19/2021
Jennifer Covino	Grade 3 Wexler-Grant School General Funds 19041032-50115	11/22/2021
William Holohan	Mathematics Barnard Magnet School Inter-District Funds 27041102-50115	06/30/2021
Margaret Hughes	Math Coach Clinton Avenue School Title 1 Schools 25315256-06-50115	12/01/2021
Conner LeBreck	Physical Education Itinerant General Funds 19040398-50115	11/26/2021
Sunghee Moon	Mathematics Wilbur Cross High School General Funds 19041161-50115	06/30/2021

RESIGNATIONS – Teachers: (Cont'd)

Christine Myers-Keitt	Grade 5 Wexler-Grant School General Funds 19041032-50115	11/15/2021
Rachel Papa	Pre-K Dr. Reginald Mayo School General Funds 19044381-50115	06/30/2021
Stephanie Sorice	Grade 6 Celentano Magnet School General Funds 19041048-50115	11/26/2021
Megan Vena	Grade 3 Clemente Leadership Academy General Funds 19041042-50115	12/01/2021

TRANSFERS – Teachers:

<u>Name</u>	<u>From</u>	<u>To</u>	<u>Effective Date</u>
Alena Roberts	Grade 3 Bishop Woods School General Funds 19041043-50115	Magnet Resource Teacher Grades K-8 Bishop Woods School Magnet 16-19 Bishop Woods C/O 25176234-43-50115	11/09/2021

RESIGNATION – Paraprofessionals:

<u>Name</u>	<u>Assignment</u>	<u>Effective Date</u>
Janet Nesko	Assistant Teacher Head Start Dr. Reginald Mayo School Head Start PA 22 Basic 25325279-81-50128	06/30/2021
Juan Sepulveda	Assistant Teacher Kindergarten Clemente Leadership Academy Title 1 Schools 25315256-42-50128	09/14/2021

RETIREMENT – Paraprofessionals:

<u>Name</u>	<u>Assignment</u>	<u>Effective Date</u>
Annette Lamano	Assistant Teacher Pre-K Barnard Magnet School Inter-District Funds 27041002-50128	08/31/2021
Rhoda Williams	Assistant Teacher Grades K-3 Wexler-Grant School ECS Alliance Culture & Climate 25476108-32-50128	06/30/2021

RETIREMENT – Non-Instructional Staff:

<u>Name</u>	<u>Assignment</u>	<u>Effective Date</u>
Denise Duclos	School Readiness Coordinator Gateway Center School Readiness 25235384-00-50118	02/04/2022

FAMILY & MEDICAL LEAVE ACT: LEAVES OF ABSENCE REPORT

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

INTERMITTENT FMLA LEAVE OF ABSENCE —Teacher:

<u>Name</u>	<u>Assignment</u>	<u>Effective Date:</u>
Anna Aponte-Baez	Bilingual Grade 1 Fair Haven School General Funds 19041216-50115	08/25/2021-06/21/2022

UNPAID EXTENSION LEAVE OF ABSENCE – Teacher:

<u>Name</u>	<u>Assignment</u>	<u>From</u>	<u>To</u>
Lexie Chapell	Grade 4-5 Benjamin Jepson Magnet School Inter-District Funds 27041018-50115	08/25/2021-11/24/2021	11/29/2021-01/03/2022

RETURN FROM LEAVE OF ABSENCE—Teachers:

<u>Name</u>	<u>Assignment</u>	<u>Effective Date</u>
Janice Barrett	Special Education Lincoln-Bassett School General Funds 19049020-50115	11/29/2021
L'Tanya Brooks-Draughn	Special Education Grades K-8 Barnard Magnet School General Funds 19049002-50115	12/06/2021
Kore Proestakes	Pre-K Dr. Reginald Mayo School General Funds 19044381-50115	10/01/2021
Nicole Rank	Grade 2 Celentano Magnet School General Funds 19041048-50115	11/30/2021

UNPAID LEAVE OF ABSENCE – Non- Instructional Staff:

<u>Name</u>	<u>Assignment</u>	<u>Effective Date</u>
Sethe Thompson	Behavioral Specialist Itinerant ECS Alliance Culture & Climate 25476108-98-50124	10/27/2021-/12/31/2021

UNPAID EXTENSION LEAVE OF ABSENCE – Non- Instructional Staff:

<u>Name</u>	<u>Assignment</u>	<u>From</u>	<u>To</u>
Catherine Harvey	Project Director BOE-Head Start Gateway Center School Readiness East Rock 25236098-00-50118	08/25/2021-11/23/2021	11/24/2021-06/24/2022

CORRECTION/CHANGE ITEMS:

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

ADJUSTMENT FROM UNPAID TO PAID LOA EXT.—Teacher:

<u>Name</u>	<u>From</u>	<u>To</u>
L'tanya Brooks-Draughn	11/01/2021-11/24/2021	11/29/2021-12/06/2021

CHANGE IN FUNDING SOURCE—Teachers:

<u>Name</u>	<u>From</u>	<u>To</u>	<u>Effective Date</u>
Constance Piersanti	General Funds 19042043-50115	Title 1 Schools 25315256-43-50115	08/25/2021
Courtney Sutherland	Inter-District Funds 27041130-50115	Title 1 Schools 25315256-30-50115	08/25/2021
Kimberly Torello	General Funds 19042043-50115	Title 1 Schools 25315256-43-50115	08/25/2021
Jennifer Wells-Jackson	Inter-District Funds 27041330-50115	Title 1 Schools 25315256-30-50115	08/25/2021

CHANGE IN START DATE – Teachers:

<u>Name</u>	<u>From</u>	<u>To</u>
Debra Graves	TBD	11/29/2021



NEW HAVEN PUBLIC SCHOOLS
New Haven, Connecticut

NEW HAVEN BOARD OF EDUCATION FINANCE & OPERATIONS COMMITTEE MEETING

Monday, November 15, 2021
Virtual Meeting
4:30 p.m.

ACTION ITEMS

Chair: Mr. Matthew Wilcox

A. INFORMATION ONLY:

1. Agreement with Hearst Communications, Inc., to provide an email advertising campaign, Facebook advertising and streaming audio/Spotify advertising about HSC to targeted audience of parents, in compliance with Federal Magnet School grant requirements, from December 14, 2021 to March 31, 2022, in an amount not to exceed \$10,500.00.

Funding Source:	Magnet School Assistance Program	Acct. # 2517-6255-56694-0066
Presenter:	Ms. Cari Strand	Document Link: Hearst

2. Agreement with Flow Tech, Inc. to provide Aircuity Annual Maintenance Service to MBA for the period of December 1, 2021 to November 30, 2022, in an amount not to exceed \$6,750.00.

Funding Source:	Capital Projects	Acct. # 3C20-2071-58101
Presenter:	Mr. Joseph Barbarotta	Document Link: FlowTech_IO



NEW HAVEN PUBLIC SCHOOLS
New Haven, Connecticut

NEW HAVEN BOARD OF EDUCATION FINANCE & OPERATIONS COMMITTEE MEETING

Monday, November 15, 2021

MINUTES

Present: Mr. Matthew Wilcox, Ms. Yesenia Rivera, Mr. Larry Conaway
Staff: Dr. Iline Tracey, Dr. Paul Whyte, Dr. Michael Finley, Mr. Thomas Lamb, Ms. Linda Hannans, Ms. Salina Manning, Ms. Keisha Redd-Hannans, Ms. Typhanie Jackson, Ms. Gemma Joseph Lumpkin, Mr. Joseph Barbarotta, Mr. Justin Harmon, Ms. Sue Peters, Ms. Mary Derwin, Ms. Toni Walker, Ms. Michelle Bonaro

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

Summary of Action Item Motions:

Motion to Recommend Approval: A motion by Mr. Wilcox, seconded by Ms. Rivera, to **Recommend Approval of 2 Abstracts, 1 Head Start Waiver, 1 Agreement, and 1 Change Order**, passed unanimously by Roll Call Vote: Mr. Conaway, Yes; Ms. Rivera, Yes; Mr. Wilcox, Yes.

A. INFORMATION ONLY:

1. Agreement with Hearst Communications, Inc., to provide an email advertising campaign, Facebook advertising and streaming audio/Spotify advertising about HSC to targeted audience of parents, in compliance with Federal Magnet School grant requirements, from December 14, 2021 to March 31, 2022, in an amount not to exceed \$10,500.00.
Funding Source: Magnet School Assistance Program **Acct. #**2517-6255-56694-0066
Presenter: Ms. Cari Strand **Document Link:** Hearst
2. Agreement with Flow Tech, Inc. to provide Aircuity Annual Maintenance Service to MBA for the period of December 1, 2021 to November 30, 2022, in an amount not to exceed \$6,750.00.
Funding Source: Capital Projects **Acct. #**3C20-2071-58101
Presenter: Mr. Joseph Barbarotta **Document Link:** FlowTech_IO

B. ABSTRACT:

1. New Haven School Readiness Supplemental Administrative Funds, in the amount of \$120,468.00 for July 1, 2021 to June 30, 2022.
Funding Source: Connecticut Office of Early Childhood (OEC)
Presenter: Ms. Denise Duclos **Document Link:** OEC
Discussion: Dr. Tracey states the money is coming in and is a great opportunity. Mr. Wilcox inquires about the position posting that is noted in the abstract. Dr. Tracey states that Ms. Duclos is retiring so the vacant position is referring to her retirement.
2. Title IVA – Student Support and Academic Enrichment Grant in the amount of \$767,870.00 (\$726,239.18 Public and \$41,630.82 Non-Public), for July 1, 2021 to June 30, 2022.
Funding Source: Connecticut State Department of Education
Presenter: Ms. Jessica Haxhi **Document Link:** TitleIVA

C. HEAD START WAIVER:

1. Authorization from the New Haven Board of Education to apply to the Department of Children and Families, Office of Head Start for a Non-Federal Share Waiver for Head Start Grant # 01CH0190503 in the amount of 34,364.49, retroactive for Fiscal Year 2021, due to Covid related reduced operational and facilities expenses during remote operations.

Presenter: Ms. Mary Derwin

Document Link: Waiver

Discussion: Mr. Conaway inquired what the waiver was for and if Ms. Derwin could elaborate on what the costs are to the District. Ms. Derwin states the waiver is needed for the District to receive retroactive funds from last year, and verbally the Dept. have said they will approve this. Federal Funds cover ~80% and the District covers the ~20%. Mr. Wilcox requests a short memo that provides more information on what the waiver is and what it will do financially for the district.

D. AGREEMENTS:

1. Agreement with Cornell-Scott Hill Health Center, to establish, equip and staff a school-based health and dental clinic at the Dr. Reginald Mayo Early Learning School, from December 1, 2021 to June 30, 2022, in an amount not to exceed \$200,000.

Funding Source: Head Start American Rescue Plan Program

Acct. #: 2532-6371-54411-0443 (\$100,000.00)

2532-6371-56694-0443 (\$100,000.00)

Presenter: Ms. Mary Derwin/Ms. Sue Peters

Document Link: CornellScott

Discussion: Mr. Wilcox inquires about the not to exceed amount of \$200,000.00 and what that will cover concerning the initial set up and need of equipment. Ms. Derwin states the equipment is \$95,000.00 but will be purchased through Cornell Scott since they have the expertise about the needs of the clinic. Mr. Wilcox asks if the estimated costs will be to sustain the clinic yearly. Ms. Peters states startup costs are always initially a lot especially the dental equipment and supplies. However, we will not know the average upkeep until the clinic levels off about two to three years before it can be sustainable. Mr. Wilcox asks if there is a potential start date, or timeline. Ms. Peters states they've already been in the talks with the for months and they are ready, they have applied for licensure and once the contract is signed they can start purchasing equipment. Which if all goes well by January 2022.

E. CHANGE ORDERS:

1. Change Order #1 to contract with Kone Elevator Inc. to increase funding amount of \$215,000.00 by \$32,249.66 to \$247,249.66.

Funding Source: Capital Projects

Acct. #3C202071-58101

Presenter: Mr. Joseph Barbarotta

Document Link: Kone_CO1

Discussion: Mr. Wilcox asks about the length of time the elevator at the school will be out of service. Mr. Barbarotta stated that it would be a couple of weeks. Currently at the school, there is a child on crutches and they have been in contact with the school, which they were able to arrange for until it is resolved.

I. DISCUSSION:

- **October 2021 Financial Report:** Ms. Hannans presented the budget report noting that it represents the period through October 31 of the fiscal year. The projections we hope to have available next month, as we are still receiving invoices still coming in, we should have an accurate picture at that time. Ms. Hannans indicated that the District is waiting for grant approvals from the State once the Federal Government releases funds with a couple still pending. A discussion ensued. **No motion was made and no vote was taken.**
- **Financial Implications of Adult Ed. Lease:** Mr. Lamb states that he and Ms. Hannans had a discussion regarding the lease in the confines of the Adult Ed. Grant to cover the increase.

However, he wants to add Taxes were previously paid as a pass thru which amounted to ~\$100,000.00 which was an additional cost to us which has been removed. As well as the additional funds, we were paying out for cleaning services. Alternatively, we would utilize our cleaning vendor Eco-Urban to clean the school as part of our existing cleaning services, which will reduce our cost by \$10,000.00. A discussion ensued. **No motion was made and no vote was taken.**

- **Transportation Update:** Mr. Jackson states we got the September and October bill which is being reviewed currently, against components of the contract to evaluate it. The bill is not an invoice, but after the review we should be able to provide more information by the next meeting.
- **Series 3000 Policies:** Mr. Wilcox asks Dr. Tracey if she selected a lead for these Policies. Mr. Wilcox asks the committee if there are any suggestions on which policies we should prioritize. He recommends that Section 3: Expenditures/Expending Authority should be one of the first ones the committee review. Mr. Lamb volunteers to be the lead on the policy revisions, since they are heavily utilized in Operations. **No motion was made and no vote was taken.**

Adjournment: A motion by Mr. Conaway, seconded by Ms. Rivera to adjourn the meeting at 5:27 p.m., passed unanimously by Roll Call Vote: Mr. Conaway, Yes; Ms. Rivera, Yes; Mr. Wilcox, Yes.

Respectfully submitted,

Salina Manning



NEW HAVEN PUBLIC SCHOOLS

Memorandum

To: New Haven Public Schools Board of Education

From: Mary Derwin, Supervisor New Haven Public Schools Head Start

Subject: Head Start Non-Federal Share Waiver Clarification

Date: November 15, 2021

The New Haven Public Schools Head Start Program, is requesting authorization to apply to the Department of Children and Families, Office of Head Start, for a non-federal share waiver in the amount of \$34,364 for Grant 01CH010905, retroactive for the 2021 Fiscal Year.

The Head Start Program reported a Non-Federal match of \$1,465,204.27 on their year-end Federal Financial Report demonstrating a shortfall of our anticipated twenty percent contribution. The \$34,364 gap was due to Covid related reduced operational and facilities expenses during remote operation in the 2020-2021 school year. In addition to the reduced expenses to the district, expenditures incurred with the State of CT Head Start Expansion and Innovative Enhancement Grants were also lessened. Volunteerism and in-kind services, that are valued and reported, were also diminished.

Submission of this waiver application, and approval by the Office of Head Start, will absolve the New Haven Public School District of any financial responsibility for the \$34,364 remaining balance in the grantee's share.

Students

Transgender and Gender Non-Conforming Youth

Purpose

Federal and state law and District policy require that all programs, activities, and employment practices be free from discrimination based on sex, sexual orientation, or gender identity or expression. This policy is designed in keeping with these mandates to create a safe learning environment for all students and to ensure that every student has equal access to all school programs and activities.

This policy sets out guidelines for schools and District staff to address the needs of transgender and gender non-conforming students and clarifies how state law should be implemented in situations where questions may arise about how to protect the legal rights or safety of such students. This policy does not anticipate every situation that might occur with respect to transgender or gender non-conforming students and the needs of each transgender or gender non-conforming student must be assessed on a case-by-case basis. In all cases, the goal is to ensure the safety, comfort, and healthy development of the transgender or gender non-conforming student while maximizing the student's social integration and minimizing stigmatization of the student.

Definitions

The definitions provided here are not intended to label students but rather to assist in understanding this policy and the legal obligations of District staff. It is recognized that students might or might not use these terms to describe themselves.

"Gender identity" is a person's deeply held sense or psychological knowledge of their own gender, regardless of the gender they were assigned at birth. One's gender identity can be the same or different than the gender assigned at birth. Everyone has a gender identity.

"Transgender" describes people whose gender identity, expression or behavior is different from those typically associated with an assigned sex at birth.

"Gender expression" refers to the manner a person represents or expresses gender to others, often through behavior, clothing, hairstyles, activities, or mannerisms.

"Gender non-conforming" describes people whose gender expression differs from stereotypical expectations, such as "feminine" boys, "masculine" girls, and those who are perceived as androgynous. This includes people who identify outside traditional gender categories or identify both genders.

"Cisgender" refers to individuals whose gender identity, expression, or behavior conforms with those typically associated with their sex assigned at birth.

"Gender Fluid" may be a form of both gender identity and gender expression. It generally describes individuals who may not identify as the same gender all the time, and whose gender expression may change accordingly.

"Gender Minority" is an umbrella term referring to individuals not identifying as cisgender.

"Gender Transition" is the process in which a person changes their gender expression to better reflect their gender identity. In order to feel comfortable and to express their gender identity to other people, transgender people may take a variety of steps such as using a nickname or legally changing their name; choosing to use different pronouns, clothes and hairstyles to reflect their gender identity; and generally living and presenting themselves to others, consistently with their gender identity. Some, but not all, transgender people take hormones or undergo surgical procedures to change their bodies to better reflect their gender identity. Transitioning may or may not include changing identity documents (e.g., driver's license, Social Security record) to reflect one's gender identity.

"Bullying" means an act that is direct or indirect and severe, persistent or pervasive which:

- a. causes physical or emotional harm to an individual,
- b. places an individual in a hostile environment at school,
- c. infringes on the rights and opportunities of an individual at school, or
- d. substantially disrupts the education process or the orderly operation of a school.

Bullying shall include, but need not be limited to, a written, oral, or electronic communication or physical act or gesture based on any actual or perceived differentiating characteristic, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity or expression, socioeconomic status, academic status, physical appearance, or mental, physical, developmental or sensory disability, or by association with an individual or group who has or is perceived to have one or more of such characteristics.

"Harassment" means written, verbal or physical conduct that adversely affects the ability of one or more students to participate in or benefit from the school's educational programs or activities because the conduct is so severe, persistent or pervasive. This includes conduct that is based on a student's actual or perceived race, color, national origin, sex, disability, sexual orientation, sexual identity or expression, or religion. This also includes conduct that targets a student because of a characteristic of a friend, family member or other person or group with whom a student associates. Harassment also includes, but is not limited to, the bullying of and/or retaliation against transgender and gender non-conforming students by District staff, parents/guardians, visitors and/or other students. "Deadname" (noun) is the name a transgender or gender non-conforming person was given at birth and no longer uses after having changed their name as part of their transition.

"Deadname" (verb) to speak of or address someone by their deadname.

"Misgender" to refer to someone (especially a transgender or gender non-conforming person) using a word, especially a pronoun or form of address, that does not correctly reflect the gender with which they identify.

Privacy

All persons, including students, have a right to privacy. This includes the right to keep private one's transgender status or gender non-conforming presentation at school. Information about a student's transgender status, legal name, or gender assigned at birth also may constitute confidential medical information. School personnel should not disclose information that may reveal a student's transgender status or gender non-conforming presentation to others, including parents and other school personnel, unless legally required to do so or unless the student has authorized such disclosure. Transgender and gender non-conforming students have the right to discuss and express their gender identity and expression openly and to decide when, with whom, and how much to share private information.

When contacting the parent or guardian of a transgender or gender non-conforming student, school personnel should use the student's legal name and the pronoun corresponding to the student's gender assigned at birth unless the student has specified otherwise.

Official Records

The District recognizes, under the Family Educational Rights and Privacy Act (FERPA), that a student, or former student, has the right to request a permanent student record (“official record”) and/or the school to change their name and gender on such student's “official record” and/or school records if the student or parent/guardian, if such a student is under 18 years of age, believe the records are incorrect, misleading, or violate a student's privacy. (In general, The District and all NHPS schools should treat requests to change student records based on transgender status no differently than it would treat any other request for a change to student records, e.g. an address or phone number change). Upon such a request, the District and NHPS schools should correct student education records to accurately reflect the student's chosen name, gender identity, and chosen pronouns regardless of whether the student has completed a legal name or gender change.

A review of Connecticut statutes and regulations and other legal resources has not provided a legal basis requiring a court order prior to changing a student's official record to reflect a change in legal name or legal gender. In situations where school staff or administrators are required by law to use or to report a transgender student's legal name or gender, such as for purposes of standardized testing, school staff and administrators shall adopt practices to avoid the inadvertent disclosure of such confidential information.

Names/Pronouns

A student has the right to be addressed by a name and pronoun that corresponds to the student's gender identity. A court-ordered name or gender change is not required, nor is parental/guardian permission required, and the student need not change the student's official records.

The intentional or persistent refusal to respect a student's gender identity (for example, intentionally referring to the student by a name or pronoun that does not correspond to the

student's gender identity, i.e. misgendering, intentionally and/or repeatedly using a student's deadname, intentionally and/or repeatedly using a student's incorrect pronouns, refusing to allow a student to share their name or pronouns with others, or refusing to allow the student to correct others for using a name or pronoun that doesn't correspond to the student's identity) is a violation of this policy.

Gender-Segregated Activities

To the extent possible, schools should reduce or eliminate the practice of segregating students by gender. In situations where students are segregated by gender, students should be included in the group that corresponds to their gender identity.

Student Information Systems

The District shall modify its student information system, as necessary, to prevent disclosure of confidential information and ensure that school personnel use a student's preferred name and pronouns consistent with the student's gender identity.

Restroom Accessibility

Students shall have access to the restroom that corresponds to their gender identity consistently asserted at school. Any student who has a need or desire for increased privacy, regardless of the underlying reason, should be provided access to a single user restroom. However, no student shall be required to use such a restroom because they are transgender or gender non-conforming.

Locker Room Accessibility

The use of locker rooms by transgender students shall be assessed on a case-by-case basis with the goals of maximizing the student's social integration and equal opportunity to participate in physical education classes and sports, ensuring the student's safety and comfort, and minimizing stigmatization of the student. In most cases, transgender students should have access to the locker room that corresponds to their gender identity consistently asserted at school, like all other students. Any student, transgender or not, who has a need or desire for increased privacy, regardless of the underlying reason, should be provided with a reasonable alternative changing area such as the use of a private area (e.g., a nearby restroom stall with a door, an area separated by a curtain, a P.E. instructor's office in the locker room, or a nearby health office restroom), or with a separate changing schedule (e.g., using the locker room that corresponds to their gender identity before or after other students).

Any alternative arrangement should be provided in a way that protects the student's ability to keep the student's transgender status confidential. In no case shall a transgender student be required to use a locker room that conflicts with the student's gender identity.

Physical Education Classes & Intramural Sports

Transgender and gender non-conforming students shall be permitted to participate in physical education classes and intramural sports in a manner consistent with their gender identity.

Interscholastic Competitive Sports Teams

Transgender and gender non-conforming students shall be permitted to participate in interscholastic athletics in a manner consistent with their gender identity and in compliance with the applicable regulations of the Connecticut Interscholastic Athletic Association (CIAC).

Dress Codes

Transgender and gender non-conforming students have the right to dress in a manner consistent with their gender identity or gender expression. In general, District schools may not adopt dress codes that restrict students' clothing or appearance on the basis of gender.

Discrimination/Harassment

It is the responsibility of each school and the District to ensure that transgender and gender non-conforming students have a safe school environment. This includes ensuring that any incident of discrimination, harassment, or violence is given immediate attention, including investigating the incident, taking appropriate corrective action, and providing students and staff with appropriate resources.

Complaints alleging discrimination or harassment based on a person's actual or perceived transgender status or gender nonconformity are to be handled in the same manner as other discrimination or harassment complaints.

Transferring a Student to Another School (Opportunity Transfers)

In general, schools should aim to keep transgender and gender non-conforming students at the original school site. Opportunity transfers should not be a school's first response to harassment and should be considered only when necessary for the protection or personal welfare of the transferred student, or when requested by the student or the student's parent/guardian. The student or the student's parent or guardian must consent to any such transfer.

Professional Development

The Board of Education directs the Superintendent to provide for the training of all District staff in transgender sensitivity, in what it means to treat all people respectfully and equally. Developmentally age-appropriate training shall also be provided for all students.

(cf. 0521 - Nondiscrimination) (cf. 4131 - Staff Development) (cf. 5114 - Suspension and Expulsion/Due Process) (cf. 5131 - Conduct) (cf. 5131.21 - Violent and Aggressive Behavior) (cf. 5131.8 - Out-of-School Misconduct) (cf. 5131.912 - Aggressive Behavior) (cf. 5131.913 - Cyberbullying) (cf. 5131.91 - Hazing) (cf. 5144 - Discipline/Punishment) (cf. 5145.4 - Nondiscrimination) (cf. 5145.5 - Sexual Harassment) (cf. 5145.51 - Peer Sexual Harassment)

(cf. 5145.52 - Harassment) (cf. 5145.6 - Student Grievance Procedure) (cf. 6121 - Nondiscrimination) (cf. 6121.1 - Equal Educational Opportunity)

Legal Reference: Connecticut General Statutes

1-1n "Gender identity or expression" defined.

10-15c Discrimination in public school prohibited. (Amended by P.A. 97-247 to include "sexual orientation" and PA 11-55 to include "gender identity or expression")

10-222g Prevention and intervention strategy re bullying and teen dating violence as amended by PA 19-166.

46a-51 Definitions.

46a-58(a) Deprivation of rights. Desecration of property. Placing of burning cross or noose on property. Penalty.

46a-60 Discriminatory employment practices prohibited Federal Law.

46a-64(a)(1)(2) Discriminatory public accommodations practices prohibited. Penalty.

10-209 Records not to be public.

46a-60 Discriminatory employment practices prohibited.

Section 504 and the Federal Vocational Rehabilitation Act of 1973, 20 U.S.C. 706(7)(b).

Public Act 07-62 An Act Concerning the Deprivation of Rights on Account of Sexual Orientation.

Public Act 11-55 An Act Concerning Discrimination.

Title IX of the Education Amendments of 1972, 20 U.S.C. §1681(a).

Meritor Savings Bank. FSB v. Vinson, 477 U.S. 57 (1986).

Faragher v. City of Boca Raton, No. 97-282 (U.S. Supreme Court, June 26, 1998).

Burlington Industries, Inc. v. Ellerth, No. 97-569, (U.S. Supreme Court, June 26, 1998).

Gebbs v. Lago Vista Indiana School District, No. 99-1866, (U.S. Supreme Court, June 26, 1998).

Davis v. Monroe County Board of Education, No. 97-843 (U.S. Supreme Court, May 24, 1999).

Federal Family Educational Rights and Privacy Act of 1974, 20 U.S.C. 1232g

"Guidance on Civil Rights Protections and Supports for Transgender Students," Connecticut State Department of Education, June 2017

Bostock v. Clayton County, Georgia, 140 S.Ct. 1731, 2020 WL3146686 (June 15, 2020)



Standardized Testing Opt Out Support Policy

The Board recognizes that the state-mandated testing program is an integral part of the district's needs assessment and evaluation programs. The Board also understands that some parents or guardians will choose to opt their child out of such state-mandated standardized tests.

Therefore, the Standardized Testing Opt Out Support Policy is constructed with the intent to provide support for students when parents or guardians opt their child out of state-mandated standardized testing. The goals of the policy include the following:

- To maintain a fair and equitable environment for all students regardless of parents or guardians' decision to test
- To ensure that students whose parents or guardians opt out of testing receive instruction and supervision during designated testing times
- To outline a process for managing and supporting students whose parents or guardians decide to opt out of standardized testing that can be instituted districtwide annually

Overview of Policy

If parents or guardians shall decide to opt out of state mandated standardized testing, New Haven Public Schools administration and staff will respect their decision. Students shall not be penalized for their participation or lack thereof in standardized testing. Students whose parents or guardians opt out of testing will be provided with an appropriate instructional experience while students are testing. The building leader or test designee must provide an alternative curriculum for students who have opt out of standardized testing while students who opt in are testing.

Students should not be left unattended for the duration of the test and must be supervised. This instructional experience may take place in different forms but should be related to students' learning. In doing so, schools ensure that students whose parents and guardians opt out of testing still receive instruction during this time. In providing an instructional experience to students, the Board maintains that schools are a place of learning in which students regardless of their parents or guardians' decision to test can learn and feel supported.



NEW HAVEN PUBLIC SCHOOLS

Memorandum

To: BOE members and Dr. Iline Tracey, Superintendent of Schools
From: Jasmine Oang
Date: November 13, 2021
Subject: CABA Policy Highlights 11-12-21

As of November 12, 2021, CABA (CT Association of Boards of Education) has released policy highlights outlining new policy requirement and recommendations. The highlights include the following:

- A Report looking at the trends in high school graduation rates
- Research on the value of gifted classes

Overview of the High School Graduation Rates Report

The report from Civic and the Everyone Graduates Center at John Hopkins University School of Education, America's Promise Alliance and the Alliance for Excellent Education offers eight recommendations to help mitigate effects of the pandemic on the graduation of students from historically disadvantaged groups.

1. Continue to improve graduation rate data collection and reporting
2. States should promote policies that reduce damaging academic disparities by investing in low-performing schools and ensuring equitable access to college
3. Strengthen the transition from high school to postsecondary and careers by helping students identify their postsecondary options and resources
4. Align state graduation requirements with college admissions requirements
5. Further examine credit recovery programs
6. Continue to monitor the impacts of COVID-19 and address education gaps it exposed
7. Expand the use of early warning systems
8. Establish a "student success corps." Community organization to provide support to educators, students, and their families

Policies pertaining to this topic

- #6146 – Graduation Requirements (also including Mastery-Based Learning)
- #5121 – Examinations/Grading/Rating

- #5123 – Promotion/Acceleration/ Retention
- #6142 – Basic Instructional Program
- #6146.2 – Student Proficiency/Mastery Examinations
- #6172.6 – Virtual/Online Courses
- #6145.6 – Travel and Exchange Programs
- #6172 – Alternate Education Programs
- #0523 – Equity and Diversity

Research on the Value of Gifted Classes

CABE summarized a report by Jill Barshay that was published in the Hechinger Report. The report addressed the issue of gifted education programs and New York City’s recent overhaul. The racial and ethnic composition of students in gifted and talented programs is often disproportionate. Researchers found that “gifted Black students are often overlooked, especially by white teachers,” and underrepresented in gifted programs. After evaluating ways to diversify ranks of gifted-and-talented programs such as testing all students instead of relying on teacher recommendations and parent initiative, researchers found that the effects of the racial achievement gaps are still present.

Similarly, researchers also evaluated whether gifted-and-talented programs benefitted students at all. They found that “while some students display talent in all subjects, it’s far more common to have talent in one domain.” Thus, it may be more beneficial to provide advanced lessons in specific subjects to target students’ needs.

There is no consensus on how to best administer higher-level instruction.

Potential Policy Implications

- Policy #6172.1 “Gifted Children Program”
 - *This policy is an optional policy at the moment. But, due to P.A. 21-199, “AAC Various Revisions to the Education Statutes”, will become a mandated policy during the 2022-2023 school year
 - The P.A. 21-199 Act stipulates that no later than January 1, 2022 boards of education must adopt a policy for the equitable identification of gifted and talented students. The policy is required to use multiple methods of identification that are in compliance with guidance provided by the Department of Education. CABE is waiting for such guidance before it revises its existing sample policy.



FINANCIAL REPORT

Month ended October, 2021

New Haven Board of Education
Finance & Operations Committee Meeting

November 15, 2021



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 | |

- Total expenditures through 10/31/21 are \$52,141,087 million.
- General Fund expenditures incurred through 10/31/21 are \$36,084,221 million or 18.9% of the adopted budget.
- Grant expenditures incurred through 10/31/21 are \$16,056,866 million or 1.11% of the expected grant revenue.



Financial Report – General Fund October, 2021

How to read the General Fund Report

- A The total approved appropriation
- B The actual expenses paid out through October 31, 2021
- C The actual encumbrances posted through October 31, 2021

This report is just for monthly expense to date purposes and does not include salary projections. The November report will include salary projections.



Fiscal Year 2021-2022
Education Operating Fund (General Fund)
Monthly Financial Report (Unaudited) as of October 31, 2021

	FY2021 Adopted Budget (A)	YTD Actuals (B)	YTD %	Encumbrances (C)	Available (A-B+C)
Salaries					
Teacher Full-Time	\$78,021,124	(\$17,968,299)	23.03%	\$0	\$60,052,825
Admin & Management Full-Time	13,717,695	(5,738,640)	41.83%	0	7,979,055
Paraprofessionals	3,091,529	(1,008,678)	32.63%	0	2,082,851
Support Staff Full-Time	10,490,120	(3,372,002)	32.14%	0	7,118,118
Part Time & Seasonal	3,513,137	(436,761)	12.43%	(207,805)	2,868,571
Substitutes	1,650,000	(279,218)	16.92%	0	1,370,782
Overtime, Benefits, Other	3,731,650	(796,758)	21.35%	(28,263)	2,906,629
Total Salaries and Benefits	\$114,215,255	(\$29,600,356)	25.92%	(\$236,068)	\$84,378,832
Supplies and Services					
Instructional Supplies	\$3,455,036	(\$800,482)	23.17%	(\$1,501,658)	\$1,152,897
Tuition	20,669,657	(1,060,267)	5.13%	(23,816,326)	(4,206,936)
Utilities	10,777,000	(1,081,886)	10.04%	(9,527,154)	167,961
Transportation	24,648,931	(382,999)	1.55%	(28,638,345)	(4,372,412)
Maintenance, Property, Custodial	2,358,770	(391,719)	16.61%	(1,518,347)	448,705
Other Contractual Services	14,594,048	(2,766,514)	18.96%	(8,898,033)	2,929,501
Total Supplies and Services	\$76,503,442	(\$6,483,865)	8.48%	(\$73,899,862)	(\$3,880,285)
General Fund Totals	\$190,718,697	(\$36,084,221)	18.92%	(\$74,135,929)	\$80,498,547



**Fiscal Year 2021-2022
Education Operating Fund (General Fund)
Monthly Financial Report (Unaudited) - October 31, 2021**

YTD by Period	Account Description	Original Budget	YTD Actual	MTD Actual	Encumb.	Available Budget	% Used
Teachers Full-Time	Teachers	\$78,021,124	\$17,968,299	\$11,017,957	\$0	\$60,052,825	23.03
Admin & Management Full-Time	Salaries	1,056,118	341,468	118,903	0	714,650	32.33
	Directors Salaries	1,159,370	338,136	113,638	0	821,234	29.17
	Supervisor	2,303,486	892,620	307,800	0	1,410,866	38.75
	Department Heads/Principals/Aps	7,619,844	3,680,556	1,495,111	0	3,939,288	48.30
	Management	1,578,877	485,860	149,324	0	1,093,017	30.77
	Sub-Total	\$13,717,695	\$5,738,640	\$2,184,775	\$0	\$7,979,055	41.83
Paraprofessionals	ParaProfessionals	3,091,529	1,008,678	586,685	0	2,082,851	32.63
Support Staff Full-Time	Wages Temporary	479,059	122,770	76,405	-	356,289	25.63
	Custodians	4,360,565	1,428,349	430,476	0	2,932,216	32.76
	Building Repairs	767,430	239,941	75,361	0	527,489	31.27
	Clerical	2,505,527	752,715	310,715	0	1,752,812	30.04
	Security	2,282,526	793,927	300,983	0	1,488,599	34.78
	Truck Drivers	95,013	34,300	10,457	0	60,713	36.10
	Sub-Total	\$10,490,120	\$3,372,002	\$1,204,397	\$0	\$7,118,118	32.14
Part Time & Seasonal	Coaches	650,000	0	0	0	650,000	0.00
	Other Personnel	125,000	43,756	14,585	185,805	(104,561)	0.00
	Part-Time Payroll	2,147,217	349,752	196,403	22,000	1,775,465	17.31
	Seasonal	490,920	43,253	1,302	0	447,667	8.81
	Teachers Stipend	100,000	0	0	0	100,000	0.00
	Sub-Total	\$3,513,137	\$436,761	\$212,290	\$207,805	\$2,868,571	18.35
Substitutes	Substitutes	\$ 1,650,000	\$ 279,218	\$ 235,348	\$ -	\$ 1,370,782	\$ 17
Overtime, Benefits, Other	Overtime	605,000	195,732	63,818	0	409,268	32.35
	Longevity	275,000	1,575	0	0	273,425	0.57
	Custodial Overtime	625,500	412,245	144,710	0	213,255	65.91
	Retirement	1,700,000	186,932	62,956	28,063	1,485,005	12.65
	Employment Comp	495,000	0	0	0	495,000	0.00
	Professional Meetings*	31,150	275	125	200	30,675	1.52
	Sub-Total	\$3,731,650	\$796,758	\$271,609	\$28,263	\$2,906,629	22.11
	Salaries Sub-Total	\$114,215,255	\$29,600,356	\$15,713,061	\$236,068	\$84,378,832	26.12



Fiscal Year 2021-2022
Education Operating Fund (General Fund)
Monthly Financial Report (Unaudited) - October 31, 2021

YTD by Period	Account Description	Original Budget	YTD Actual	MTD Actual	Encumb.	Available Budget	% Used
Instructional Supplies	Equipment	240,969	11,338	7,660	77,836	151,794	37.01
	Computer Equipment	127,096	864	405	4,584	121,647	4.29
	Software	47,176	18,303	2,152	9,551	19,322	0.00
	Furniture	120,058	10,770	2,331	17,615	91,673	23.64
	Materials & Supplies Admin.	0	(28)	0	0	28	#DIV/0!
	Testing Materials	62,600	540	540	0	62,060	0.86
	Education Supplies Inventory	559,191	192,378	47,495	144,964	221,849	60.33
	General/Office Supplies	1,233,050	286,545	77,651	914,644	31,861	97.42
	Textbooks	367,787	98,649	14,388	153,790	115,349	68.64
	Library Books	132,515	0	0	21,916	110,599	16.54
	Periodicals	2,000	0	0	0	2,000	0.00
	Registrations, Dues & Subscrip.	143,985	68,539	729	6,514	68,932	52.13
	Student Activities	154,920	52,535	0	5,112	97,273	37.21
	Graduation	35,689	0	0	11,000	24,689	30.82
Emergency Medical	203,000	60,048	0	134,132	8,820	95.66	
Printing & Binding	25,000	0	0	0	25,000	0.00	
	Sub-Total	\$3,455,036	\$800,482	\$153,351	\$1,501,658	\$1,152,897	66.63
Tuition	Tuition	20,669,657	1,060,267	1,029,007	23,816,326	(4,206,936)	120.35
	Electricity	7,709,500	747,969	13,050	6,849,819	111,712	98.55
	Heating Fuels	10,000	0	0	0	10,000	0.00
	Water	265,000	94,734	67,826	246,061	(75,795)	128.60
	Telephone	646,000	113,809	13,694	467,730	64,461	90.02
	Telecommunications/Internet	90,000	149	0	6,651	83,200	7.56
	Sewer Usage	225,000	45,966	0	229,034	(50,000)	122.22
	Gas & Oil	35,000	10,618	0	0	24,382	30.34
		Sub-Total	\$10,777,000	\$1,081,886	\$94,570	\$9,527,154	\$167,961
Transportation	Milage	613,900	51,487	4,887	409,501	152,912	75.09
	Business Travel	4,000	2,160	0	0	1,840	54.00
	Transportation	14,028,973	51,444	27,230	14,677,169	(699,640)	104.99
	Special Education Transportation	4,448,895	51,624	27,410	4,144,424	252,847	94.32
	Transportation Technical Schools	452,480	0	0	408,392	44,088	90.26
	Transit Bus Passes	227,375	0	0	0	227,375	0.00
	Field Trips	173,191	0	0	18,240	154,951	10.53
	InterDistrict Transportation	1,089,000	0	0	5,292,409	(4,203,409)	485.99
	Outplacment Transportation	3,405,000	223,159	223,159	3,477,134	(295,293)	108.67
	Field Trips (Non-Public)	206,117	3,125	3,125	211,075	(8,083)	103.92
	Sub-Total	\$24,648,931	\$382,999	\$285,812	\$28,638,345	(\$4,372,412)	117.74



Fiscal Year 2021-2022
Education Operating Fund (General Fund)
Monthly Financial Report (Unaudited) - October 31, 2021

YTD by Period	Account Description	Original Budget	YTD Actual	MTD Actual	Encumb.	Available Budget	% Used
Maintenance, Property, Custodial	School Security	20,000	1,695	0	0	18,305	8.48
	Building & Grounds Maint. Supp.	100,000	27,137	9,370	27,417	45,446	54.55
	Custodial Supplies	488,000	87,918	19,059	373,582	26,500	94.57
	Light Bulbs	30,000	5,366	2,169	2,998	21,636	27.88
	Uniforms	21,252	0	0	0	21,252	0.00
	Moving Expenses	50,000	13,981	8,035	69,054	(33,035)	166.07
	Cleaning	26,000	0	0	16,000	10,000	61.54
	Repairs & Maintenance	115,518	0	0	30,000	85,518	25.97
	Building Maintenance	575,000	101,918	11,163	516,890	(43,808)	107.62
	Rental	120,000	40,431	10,225	81,803	(2,234)	101.86
	Rental of Equipment	8,000	936	0	9,064	(2,000)	125.00
	Maintenance Agreement Services	725,000	111,966	34,180	263,239	349,795	51.75
	Vehicle Repairs	80,000	371	0	0	79,629	0.46
Rolling Stock	0	0	0	128,299	(128,299)	#DIV/0!	
	Sub-Total	\$2,358,770	\$391,719	\$94,202	\$1,518,347	\$448,705	80.98
Other Contractual Services	Other Contractual Services *	4,756,150	123,428	178,020	2,367,395	2,265,327	52.37
	* Special Education	992,340	44,477	350	1,036,987	(89,124)	108.98
	* Facilities	6,820,558	2,116,662	1,340,228	4,408,682	295,214	95.67
	* IT	1,000,000	392,149	226,527	596,322	11,529	98.85
	Legal Services	400,000	0	0	410,000	(10,000)	102.50
	Other Purchased Services	17,500	3,125	1,200	14,975	(600)	103.43
	Postage & Freight	157,500	86,673	0	63,673	7,154	95.46
	Claims	450,000	0	0	0	450,000	0.00
		Sub-Total	\$14,594,048	\$2,766,514	\$1,746,324	\$8,898,033	\$2,929,501
	Supplies & Services Sub-Total	\$76,503,442	\$6,483,865	\$3,403,265	\$73,899,862	(\$3,880,285)	105.07
	Combined Total	\$190,718,697	\$36,084,221	\$19,116,326	\$74,135,929	\$80,498,547	57.79

* Breakout of Other Contractual Services by Department



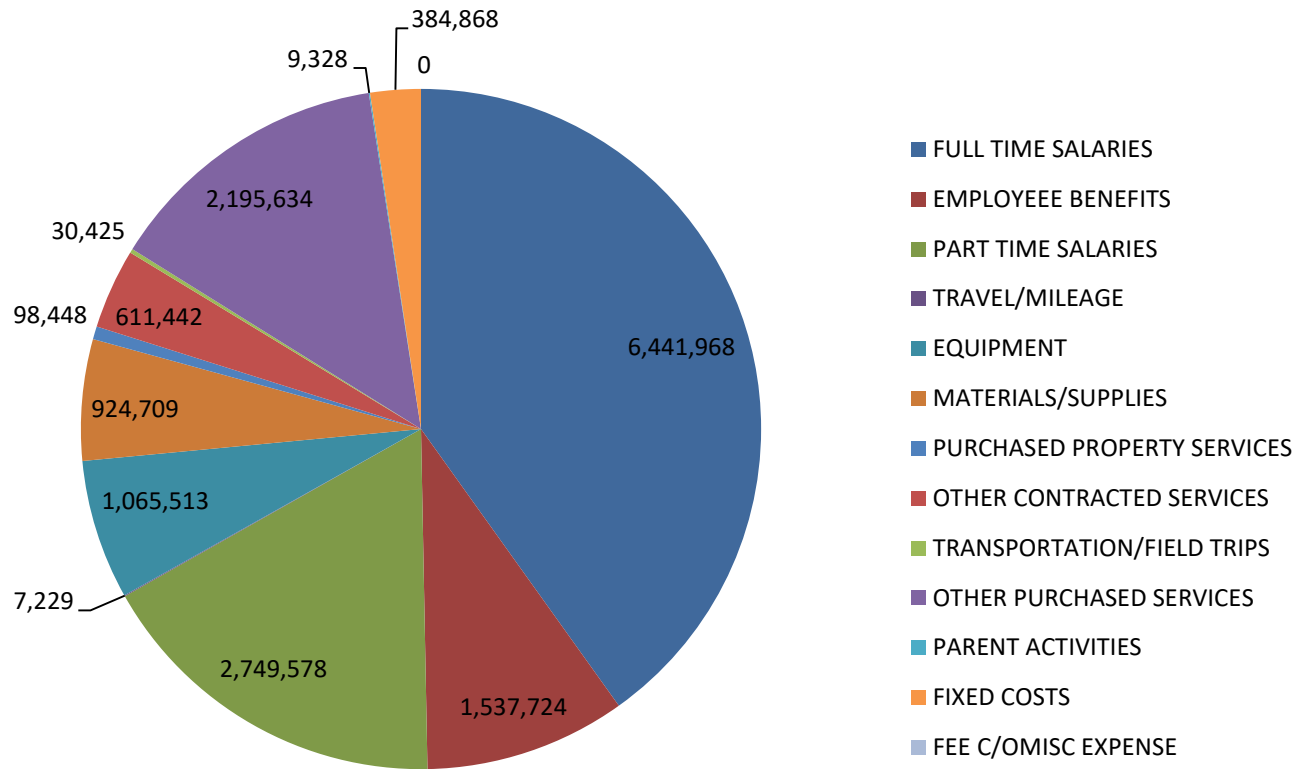
Financial Report – Grants October, 2021



	Budget	YTD Actuals	Encumbered	Available
Full Time Salaries	43,880,002	6,441,968.00	0.00	37,438,034
Employee Benefits	12,692,370	1,537,724.00	0.00	11,154,646
Part Time Personnel	8,087,694	2,749,578.00	22,260.00	5,315,856
Travel/Mileage	134,755	7,229.00	0.00	127,526
Equipment/Technology	4,331,291	1,065,513.00	608,060.00	2,657,718
Materials/Supplies	7,330,297	924,709.00	608,030.00	5,797,558
Purchased Property Services	1,338,386	98,448.00	141,380.00	1,098,558
Other Professional/Technical	9,411,191	611,442.00	3,539,628.00	5,260,121
Transportation/Field Trips	1,773,248	30,425.00	924,578.00	818,245
Other Purchased Services	13,220,274	2,195,634.00	5,976,883.00	5,047,757
Parent Activities	55,927	9,328.00	6,101.00	40,498
Fixed Costs	1,988,735	384,868.00	0.00	1,603,867
Fees/Misc Expenses	0	0.00	0.00	0
Grand Total	104,244,170	16,056,866	11,826,920	76,360,384



2021-22 GRANT FUNDED EXPENDITURES BY CATEGORY



- 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 2020-21
 - B Because of Covid-19, we are permitted to 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 2021-22.
 - D Funding we haven’t received yet, but expect to receive.
 - EC+D. The total new money we’ll receive for the grant this year.
 - FB+E. The sum of the carryover funds and the new money. This is what’s available to spend in 2021-22.
 - 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.



Common Titles	FY 2020-21 Funding	Carryover Funding	Received FY2021-22 Funding	Pending Approvals	Total Anticipated New Funding	Total Available Funds for 2021-22	YOY \$ Change in New Funds	YOY % Change
Law Education/School Security*	\$0	\$0	\$0		\$0	\$0	\$0	-100.0%
Impact Aid	\$27,185	\$0	\$5,724		\$5,724	\$5,724	(\$21,461)	-78.9%
Adult Education/Homeless*	\$3,180,547	\$0	\$2,881,962		\$2,881,962	\$2,881,962	(\$298,585)	-9.4%
IDEA*	\$7,213,711	\$565,695	\$6,764,512		\$6,764,512	\$7,330,207	(\$449,199)	-6.2%
Perkins*	\$711,892	\$67,969	\$0		\$0	\$67,969	(\$711,892)	-100.0%
Title II A/Student Support*	\$2,787,681	\$1,168,635	\$0		\$0	\$1,168,635	(\$2,787,681)	-100.0%
School Based Health/Parenting	\$1,394,318	\$4,865	\$1,394,594		\$1,394,594	\$1,399,459	\$276	0.0%
Federal Magnet Grant*	\$5,544,881	\$1,973,382	\$2,999,277		\$2,999,277	\$4,972,659	(\$2,545,604)	-45.9%
State Bilingual/Title III/Immigrant	\$972,821	\$346,600	\$0	\$201,425	\$201,425	\$548,025	(\$771,396)	-79.3%
School Readiness/Family Resource	\$8,868,998	\$54,085	\$9,258,157		\$9,258,157	\$9,312,242	\$389,159	4.4%
Private Foundation	\$510,734	\$10,268	\$153,437		\$153,437	\$163,705	(\$357,297)	-70.0%
Title I/SIG*	\$15,483,447	\$3,218,540	\$0		\$0	\$3,218,540	(\$15,483,447)	-100.0%
Head Start - Federal*	\$6,464,922	\$820,404	\$6,865,794		\$6,865,794	\$7,686,198	\$400,872	6.2%
Medicaid Reimbursement	\$212,318	\$134,573	\$0		\$0	\$134,573	(\$212,318)	-100.0%
School Improvements	\$385,122	\$0	\$0		\$0	\$0	(\$385,122)	-100.0%
Alliance/Comm Network/Low Performing	\$19,895,551	\$146,089	\$20,730,589		\$20,730,589	\$20,876,678	\$835,038	4.2%
State Misc Education Grants	\$35,870	\$0	\$0		\$0	\$0	(\$35,870)	100.0%
Open Choice	\$452,353	\$0	\$0		\$0	\$0	(\$452,353)	-100.0%
Head Start - State	\$248,714	\$0	\$248,714		\$248,714	\$248,714	\$0	0.0%
Priority/21st Century	\$5,892,037	\$385,862	\$4,969,359		\$4,969,359	\$5,355,221	(\$922,678)	-15.7%
Jobs for CT Youth	\$6,385	\$6,385	\$20,000		\$20,000	\$26,385	\$13,615	213.2%
Youth Services Prevention	\$90,000	\$0	\$0		\$0	\$0	(\$90,000)	-100.0%
ESSER*	\$10,226,325	\$1,750,667	\$0		\$0	\$1,750,667	(\$10,226,325)	-100.0%
ESSER II	\$37,716,245	\$37,298,032	\$0		\$0	\$37,298,032	(\$37,716,245)	NMF
	\$128,322,057	\$47,952,051	\$56,292,119	\$201,425	\$56,493,544	\$104,445,595	(\$71,828,513)	-56.0%

*As a result of Covid 19 federal grants were awarded an extension to spend funds in fiscal year 2021-22



NEW HAVEN PUBLIC SCHOOLS



Addressing Mental Health In Schools

11.22.21

Johanna Samberg Champion, Monica Abbott,
Typhanie Jackson, Gemma Joseph Lumpkin



No significant learning
can occur without a



significant relationship.

-Dr. James P. Comer



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.

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



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**
- 3 Youth & Family Engagement**
- 5 Operational Efficiencies**

- 2 Culture & Climate**
- 4 Talented Educators**

2-Culture & Climate:

to increase accessibility of social, emotional, and physical health resources for all families, staff, and other stakeholder groups

Safe School Environments

- Resources available for virtual and in-person supports
- Implement multi-tier approach to disciplinary practices
- Engaging, rigorous, and culturally-responsive learning experiences aligned to our Code of Conduct

Social & Emotional Growth

- Incorporate social-emotional learning standards into all academic areas
- Incorporate explicit social-emotional skills instruction across all schools
- Incorporate restorative practice throughout NHPS

Equity and Excellence

- Provide culturally-responsive pedagogy that enables students to reflect upon their cultures, identities, and experiences
- Utilize the District Equity Leadership (DELT) to strengthen the system-wide racial equity plan
- Establish and Implement race and equity policy

Statement of Concern

- Students experience toxic stress and trauma
- Access to basic needs
- Limited access to “treatment”
- Alignment of school/community resources
- Reaction to COVID-19



NHPS Professionals

Counseling staff: (School Social Workers, School Psychologists, School Counselors, School Based Health Clinic clinicians)

- 2017-2018 increase of 9 counseling staff
- 2018-2020 increase of 4 counseling staff
- 2021-2022 increase of 9 counseling staff

Youth Community Family Engagement Professionals

Social/Emotional/Behavioral Specialists: Board Certified Behavior Analyst (BCBA), behavior technicians, retention specialists

- 2020-2021 added 6 specialist staff
- 2021-2022 added 4 specialist staff

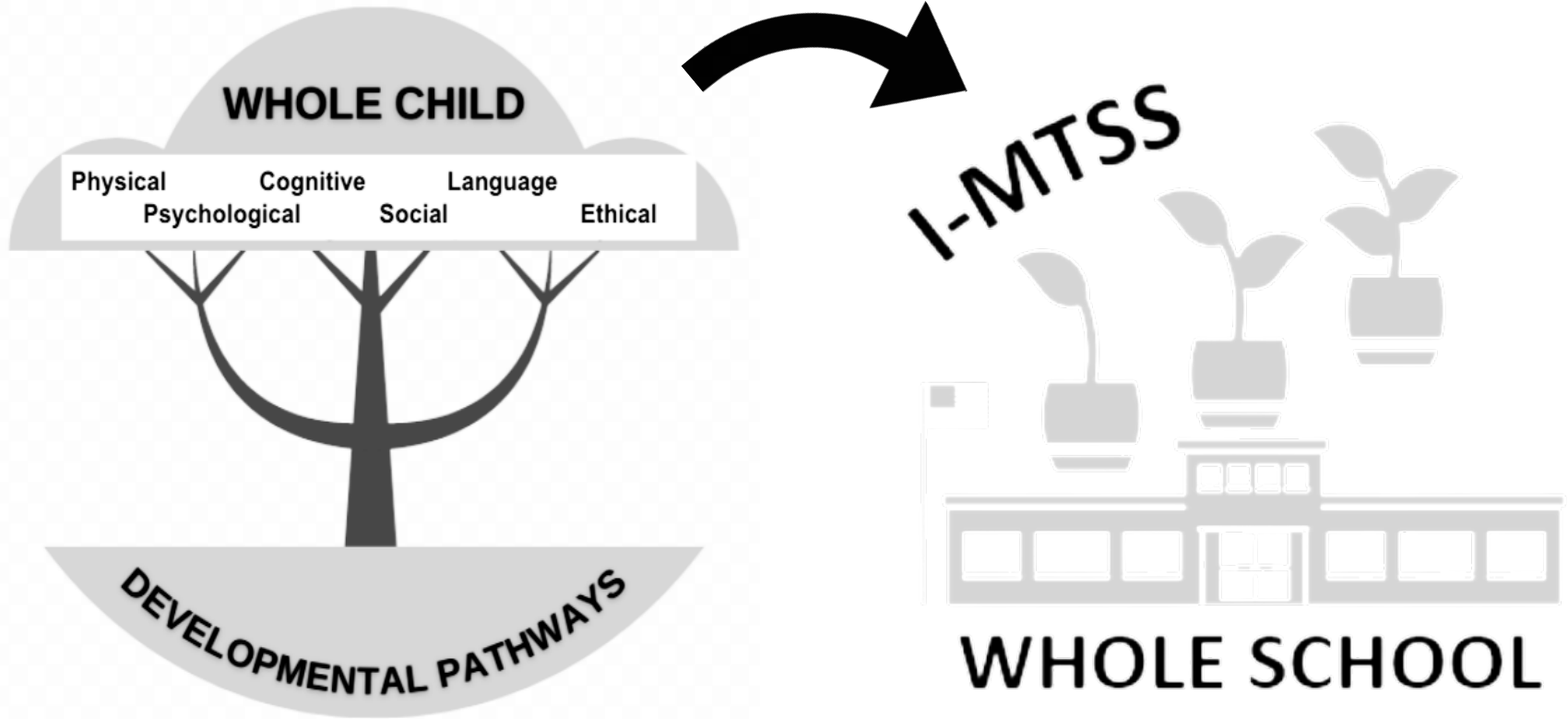
Community Partners:
(details to follow)

NHPS Approach to Address Mental Health in Schools

- Multi Tiered System of Support - building a community of care
- Nurturing resilience
- Collaboration with outside agencies



From Whole Child to Whole School



Tier 1 and Tier 2 Supports

Classroom - modeled, integrated, explicitly taught

Small Group - within class, lunch bunch, scheduled with classmates

Alternate Learning Spaces - providing areas for calming and reflecting

Conferences - meetings with parents and school support team

Referrals - teachers, parents, educational support team

Student Staff Support Team - team meeting responsible for determining supports needed for individual students and the student body as a whole.



Tier 2 and Tier 3 Supports

Directly related to the skill deficit - conflict resolution, coping skills, relationship skills, relaxation techniques, social skills

- Structured Breaks: built in movement
- Check In Check out: preferred adult
- Daily Behavior Chart: teacher or self monitoring tool
- Sensory Tools: providing students with sensory stimulation needed
- Social Stories: visual examples of behavior interventions

****Specialized supports are provided along the continuum****

Supporting Community Building through Restorative Justice and Restorative Practice

- Restore and Reconnect (R &R) in New Haven Public Schools. The R&R space is both a virtual and on the ground community-building strategy offered by the to address student needs, and reduce and respond to student disengagement.
- Restore and Reconnect represents an important and necessary shift from traditional of suspension and helps us in reducing the impact of exclusion. The impact of exclusion include loss of learning, school drop-out, and exposure to the juvenile justice system. (Losen et al., 2017) (Wymer et al., 2020)

Increasing Participation of Vulnerable Youth

Work to assure a Transition Plan for students at risk of disengagement including students who are:

- Connected to the Connecticut Juvenile Justice
- Homeless
- In foster care
- Undocumented
- Have a history of exclusion from class and school

We Can Not Do This Alone - Community Supports

- NHPS Community Collaborative to Reduce Disengagement-
 - City of New Haven Youth and Recreation Department
 - New Haven Promise
 - Clifford Beers
 - Local Interagency Service Providers
 - Racial and Ethnic Disproportionality Team
 - University of New Haven—Tow Youth Justice Center
 - Street Outreach Workers-CT Violence Intervention Program and others.
 - Yale New Haven Hospital-Pediatrics
 - Junta
 - Christian Community Action Agency
- Just to name a few

Professional Development

<p>Social Emotional Learning Academies</p> <p>SEL Ambassador Trainings</p> <p>Wellness Committees</p> <p>Learning Pods</p> <p>Communities of Practice</p>	<p>Featured Professional Series</p> <ul style="list-style-type: none">● Dr. Yann Poncin: Mental Health and the Impact of Covid-19 on Children and Families● Pride Center: Supporting Students● IRIS: Supporting Refugee Students
<p>Restorative Practices</p> <p>Restorative Coaches</p> <p>Trainings for educators</p>	<p>Comer Training - Yale School Development</p> <p>SPMT - SSST Supportive Training</p> <p>Clifford Beers Trauma Informed Practices</p>

Strategies to Support Students Strategies

Anxiety Management

Instructional

- Directly teach stress reduction strategies
- Teach labeling feelings
- Determine triggers for the students, reduce triggers
- Use modeling

Environmental

- Use preferential seating to avoid triggers
- Provide a calm down area/plan
- Provide stress reduction tools

Anger Management- (conduct disorder, mood dysregulation disorder, etc..)

Instructional

- Direct instruction teaching methods to deal with anger
- Model self talk to deal with your own frustrations
- Use literature to represent positive ways to deal with anger

Environmental

- Speak privately to student
- Post clear expectations and descriptions
- Provide cool down tools

Attention Management

Instructional

- Provide frequent physical breaks; avoid long periods of sitting or being physically inactive.
- Set up a cueing system, when you will be calling upon or asking something of the student
- Give specific instructions with a checklist for the student to check off when each item is finished.

Environmental

- Provide a choice of work areas
- Consider the use of music and headphones to help concentrate
- Provide items that a student physically

Truman School

A whole school approach to supporting students' social emotional well being

Team: Kathy Mattern - Principal, Gloria Irizarry - Classroom Teacher, Omayra Binion - School Social Worker, Megan Jackson - Clifford Beers Clinician



- Tier 1 implementation of Second Step Social Emotional Learning Curriculum - taught every Wednesday - Middle School content area teachers use part of first period to teach program to Period 1 Class
- Student Staff Support Team (SSST) - Interdisciplinary Team (mental health providers - teacher - parent coordinator - physical education teacher) develops a plan of support for student referrals. Meets regularly. Student plans may include check-ins with paras-administrators-former teachers-mental health staff-clerk and others.
- Weekly Girls Group - targets Grade 7 girls (Omayra Binion)
- Clifford Beers Clinician - supports whole school initiatives (Megan Jackson)
- STAR - Safety Teamwork Achievement Respect (PBIS whole school)
- Classroom Teacher implements daily morning meetings with a focus on addressing students' mental health needs. Integration of academic skills into morning meeting slides. (Gloria Irizarry)



What Is Project Youth Connect?

Project Youth Connect (the next generation of Youth Stat) is a school-based intervention program that seeks to improve school engagement, academic performance, reduce justice involvement and improve health and wellness outcomes among the most vulnerable city youth.



NEW HAVEN PUBLIC SCHOOLS

A.C.E. FOR LEARNING

ATTEND. CONNECT. ENGAGE.



NEW HAVEN PUBLIC SCHOOLS

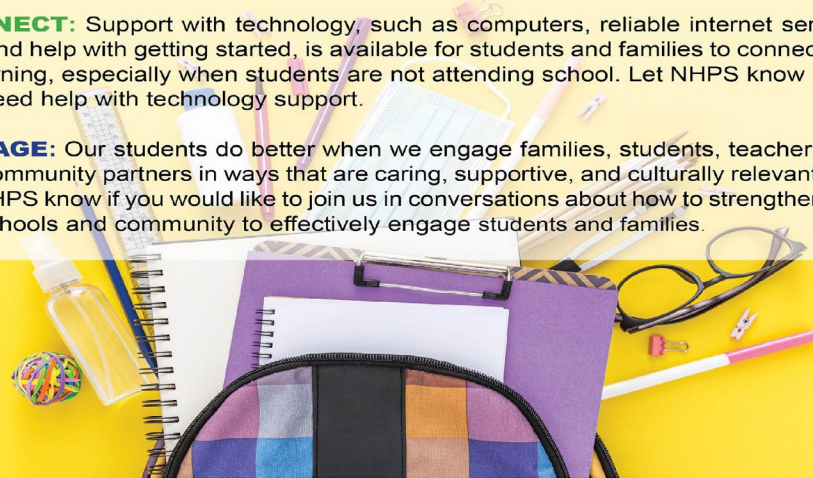
Call for Support @ 475-220-1734

NHPS OFFICE OF YOUTH, FAMILY & COMMUNITY ENGAGEMENT

ATTEND: Children attending school and participating in learning consistently, will likely achieve success academically. Let NHPS know if you have situations that make it difficult for your student to attend and participate.

CONNECT: Support with technology, such as computers, reliable internet service and help with getting started, is available for students and families to connect to learning, especially when students are not attending school. Let NHPS know if you need help with technology support.

ENGAGE: Our students do better when we engage families, students, teachers and community partners in ways that are caring, supportive, and culturally relevant. Let NHPS know if you would like to join us in conversations about how to strengthen our schools and community to effectively engage students and families.



Mrs. Walker's Calming Room



Return