



NEW HAVEN PUBLIC SCHOOLS  
New Haven, Connecticut

**NEW HAVEN BOARD OF EDUCATION MEETING**

Monday, October 25, 2021

**INFORMATION ONLY**

**A. INFORMATION ONLY:**

1. Agreement with Cooperative Educational Services, (CES), to provide ADOS-2 comprehensive training services for New Haven Public School Special Education teachers, from September 28, 2021 to June 30, 2022, in an amount not to exceed \$6,250.00.  
**Funding Source:** IDEA Program (Pending Receipt of Funds)  
**Acct. #**2504-5034-56903-0000
  
2. Amendment #1 to Agreement #96344103 with Boy Scout of America, CT Yankee Council, to change funding source and account numbers from Family Resource Center Program to Family Resource Center Summer Program with no change in funding amount.  
**Funding Source:** Family Resource Center Summer Program  
**Acct. #** 2523-6367-56605-0021 (\$2,500.00)  
**Acct. #** 2523-6368-56605-0016 (\$2,500.00)  
**Acct. #** 2523-6369-56605-0007 (\$2,500.00)  
**Acct. #** 2523-6370-56605-0032 (\$2,500.00)
  
3. Amendment #1 to Agreement #96344129 with Little Scientists to change the funding source and account numbers from Family Resource Center Program to Family Resource Center Summer Program, with no change in total funding amount.  
**Funding Source:** Family Resource Center Summer Program  
**Acct. #**2523-6370-56605-0032 (\$2,450.00)  
**Acct. #** 2523-6367-56605-0021 (\$ 700.00)



NEW HAVEN PUBLIC SCHOOLS  
New Haven, Connecticut

**NEW HAVEN BOARD OF EDUCATION FINANCE & OPERATIONS COMMITTEE MEETING**

Monday, October 18, 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. Patricia DeMaio, Ms. Michele Bonanno, Ms. Michelle Bonora, Ms. Viviana Conner, Ms. Typhanie Jackson, Mr. Pedro Mendia, Ms. Gemma Joseph Lumpkin, Mr. Joseph Barbarotta, Mr. Carl Jackson, Ms. Keisha Redd-Hannans, Ms. Ivelise Velasquez, Attorney Elias Alexiades

Closed Captioner

**Call to Order:** Mr. Wilcox called the meeting to order at 4:33 p.m.

**Summary of Action Item Motions:**

1. **Motion to Recommend Approval:** A motion by Mr. Wilcox, seconded by Ms. Rivera to **Recommend Approval of 3 Abstracts, 9 Agreements, 2 Contracts and 1 Purchase Order**, passed unanimously by Roll Call Vote: Ms. Rivera, Yes; Mr. Conaway, Yes; Mr. Wilcox, Yes.

**I. INFORMATION ONLY & ACTION ITEMS:**

**A. INFORMATION ONLY:** Committee members did not have questions about the following Information Only items approved by the Superintendent:

1. Agreement with Cooperative Educational Services, (CES), to provide ADOS-2 comprehensive training services for New Haven Public School Special Education teachers, from September 28, 2021 to June 30, 2022, in an amount not to exceed \$6,250.00.

**Funding Source:** IDEA Program (Pending Receipt of Funds)  
**Acct. #** 2504-5034-56903-0000

2. Amendment #1 to Agreement #96344103 with Boy Scout of America, CT Yankee Council, to change funding source and account numbers from Family Resource Center Program to Family Resource Center Summer Program with no change in funding amount.

**Funding Source:** Family Resource Center Summer Program  
**Acct. #** 2523-6367-56605-0021 (\$2,500.00)  
**Acct. #** 2523-6368-56605-0016 (\$2,500.00)  
**Acct. #** 2523-6369-56605-0007 (\$2,500.00)  
**Acct. #** 2523-6370-56605-0032 (\$2,500.00)

3. Amendment #1 to Agreement #96344129 with Little Scientists to change the funding source and account numbers from Family Resource Center Program to Family Resource Center Summer Program, with no

change in total funding amount.

**Funding Source:** Family Resource Center Summer Program  
 Acct. #2523-6370-56605-0032 (\$2,450.00)  
 Acct. # 2523-6367-56605-0021 (\$ 700.00)

## B. ABSTRACTS:

1. Federal Magnet Assistance Grant, year 5 of 5, in the amount of \$2,999,277.00 for October 1, 2021 to September 30, 2022 was presented by Ms. Bonanno who explained that the grant was in the final year of a five year grant. In response to questions, she indicated that when a new grant application is released in December or January, staff will review the requirements and determine whether or not the District will apply. Ms. Bonanno indicated that the District has won the competitive grants over the course of twenty years.

**Funding Source:** U.S. Department of Education

2. State Bilingual Education Grant in the amount of \$201, 425.00 for July 1, 2021 to June 30, 2022 was presented by Mr. Mendia who answered questions about the program.

**Funding Source:** Connecticut State Department of Education

3. Advancing Community-School Partnerships (ACSP), in New Haven Grant in the amount of \$272,168 was presented by Ms. Velazquez. In response to a question about the speaker fees identified in the budget as 'to be determined', Ms. Velazquez explained that an advisory committee will form to review the overall plan and determine which types of speakers and programs are needed.

**Funding Source:** Nellie Mae Foundation

## C. AGREEMENTS:

1. Agreement with Literacy Volunteers of Greater New Haven to provide basic literacy and ESL tutoring services from July 1, 2021 to June 30, 2022, in an amount not to exceed \$41,005.00 was presented by Ms. Bonora. Committee members asked for details about the agency's work, including numbers of people served. She forward a report to the committee prior to the Board of Education meeting.

**Funding Source:** State Adult Education Cooperating Eligible Entity Program  
 Acct. # 2503-5018-50112 (\$9,414.00)  
 Acct. # 2503-5018-50128 (\$31,591.00)

2. Agreement with Area Cooperative Educational Services, (ACES), to provide the ARCTEL advanced educator preparation for bilingual and TESOL education for up to 15 participants, from November 9, 2021 to June 30, 2022, in an amount not to exceed \$60,000.00 was presented by Mr. Mendia.

**Funding Source:** Title III Program (Pending Receipt of Funds)  
**Acct. # 2518-5679-56694-0000**

3. Agreement with Area Cooperative Educational Services, (ACES), to provide behavior management programming and support for identified students, from August 30, 2021 to June 30, 2022, in an amount not to exceed \$506,700.00 was presented by Ms. Jackson.

**Funding Source:** IDEA Program (Pending Receipt of Funds)  
**Acct. #2504-5034-56903-0000**

4. Agreement with Area Cooperative Educational Services, (ACES), to provide Regionalization Special Education Transportation services from July 1, 2021 to June 30, 2022, in an amount not to exceed \$575,000.00 was presented by Ms. Jackson.  
**Funding Source:** 2021-2022 Operating Budget **Acct. #190-494-00-56607**
5. Agreement with Area Cooperative Educational Services, (ACES), to provide the ASPIRE program for 40 at risk students, from August 30, 2021 to June 30, 2022, in an amount not to exceed \$1,479,075.00 was presented by Ms. Jackson.  
**Funding Source:** Alliance Program (Pending Receipt of Funds)  
**Acct. #2547-6108-56694-0000**
6. Agreement with All Pointe Home Care, LLC, to provide and supervise a nurse for a student requiring nursing care and medical treatment, from August 30, 2021 to June 30, 2022, in an amount not to exceed \$72,800.00 was presented by Ms. Jackson.  
**Funding Source:** IDEA Program (Pending Receipt of Funds)  
**Acct. # 2504-5034-56903-0000**
7. Agreement with Aspire Living & Learning, Inc. to provide behavioral consultation, including assessments, implantation of behavior plans for students, professional development and support for staff, from August 30, 2021 to June 30, 2022, in an amount not to exceed \$45,000.00 was presented by Ms. Jackson.  
**Funding Source:** 2021-2022 Operating Budget **Acct. #190-494-00-56694**
8. Agreement with Common Ground Charter School to provide Special Education services for New Haven Public School students attending Common Ground School to comply with their IEPs, from August 30, 2021 to June 30, 2022 in an amount not to exceed \$148,537.00 was presented by Ms. Jackson.  
**Funding Source:** IDEA Program (Pending Receipt of Funds)  
**Acct. # 2504-5034-56903-0000**
9. Agreement with Scenario Learning, LLC d/b/a Vector Solutions, to provide Safe Schools training online for 5,000 New Haven Public School employees, from August 30, 2021 to June 30, 2022 in an amount not to exceed \$20,000.00 was presented by Ms. Jackson.  
**Funding Source:** Alliance Program (Pending Receipt of Funds)  
**Acct. # 2547-6105-56694-0091**

#### D. CONTRACTS:

1. Award of Contract #21710 to Long Wharf Transport, LLC for On Call Vehicle Maintenance Service for Fiscal Year 2021-2022 in an amount not to exceed \$37,500.00 was presented by Mr. Barbarotta.  
**Funding Source:** 2021-2022 Operating Budget **Acct. #190-474-00-56665**
2. Award of Contract #21740 to Auto Parts & Service, Inc. for On Call Vehicle Maintenance Service for Fiscal Year 2021-2022, in an amount not to exceed \$37,500.00 was presented by Mr. Barbarotta.  
**Funding Source:** 2021-2022 Operating Budget **Acct. #190-474-00-56665**

#### E. PURCHASE ORDER:

1. Purchase Order Modification to Purchase Order #90222016-000 with AAIS for environmental remediation, increasing funding of \$50,000.00 by \$100,000.00 to \$150,000.00 due to an increased number of sites

requiring mold remediation was presented by Mr. Barbarotta.

**Funding Source:** Capital Fund

**Acct. #**3C20-2071-58101

## II. DISCUSSION:

- **September 2021 Financial Report:** Ms. Hannans presented the budget report noting that it represents \$16.6 million or 8.7% of expenditures for the first quarter of the fiscal year. She explained that the November 2021 report will provide an initial outlook for the 2021-2022 budget. Ms. Hannans indicated that the District is waiting for grant approvals from the State once the Federal Government releases funds. **No motion was made and no vote was taken.**
- **Food Service Budget Update and Supply Chain Request:** The Food Service budget report was deferred to the November meeting. Ms. Sharry reviewed a memo outlining supply chain issues for Food Service, explaining that the contractor who provided hamburgers canceled their contract because they could not process orders. There are also delays with other food products. Ms. Sharry requested flexibility in utilizing other vendors to fill orders as needed. Board approval is required because the RFP's were not written to allow for substitutions in case of emergencies, an issue that will be resolved in future RFP's. Mr. Wilcox asked Ms. Sharry and Mr. Lamb to provide a more detailed memo prior to the BOE meeting that outlines the parameters and costs for alternative contractors, as well as, any nutritional impact. After a review and conferring with other committee members, Mr. Wilcox will bring a motion to the full Board in support of the request for flexibility. Mr. Conaway concurred. The memo will be included in Board of Education Agenda Packets. In response to questions, Ms. Sharry reported that overall, the Food Service is back to normal operations serving 13,000 lunches and between 8,000 to 10,000 breakfasts. The dinner program is also underway. **No motion was made and no vote was taken.**
- **Eco Urban Status Update:** Mr. Barbarotta deferred the report to the November meeting because September invoices were coming in. After reviewing invoices, he will have a more accurate report for next month. He reported that 24 part time people were hired for Covid cleaning. **No motion was made and no vote was taken.**
- **Series 3000 Policies:** Mr. Wilcox reported that he will meet with Dr. Tracey to assign policies to staff. A report will be provided in November. **No motion was made and no vote was taken.**

**Adjournment:** A motion by Mr. Conaway, seconded by Ms. Rivera to adjourn the meeting at 5:33 p.m., passed unanimously by Roll Call vote: Mr. Conaway, Yes; Ms. Rivera, Yes; Mr. Wilcox, Yes.

Respectfully submitted,

Patricia A. DeMaio



# FINANCIAL REPORT

Month ended September 30, 2021

New Haven Board of Education  
Finance & Operations Committee Meeting

*October 18, 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

- |  |                                |
|--|--------------------------------|
| <b>1 Academic Learning</b>             | <b>2 Culture &amp; Climate</b> |
| <b>3 Youth &amp; Family Engagement</b> | <b>4 Talented Educators</b>    |
| <b>5 Operational Efficiencies</b>      |                                |



# **Financial Report – General Fund September, 2021**





- Total General Fund expenditures through the first quarter ended September 30, 2021 are \$16.6 million or 8.72% of the adopted budget.



**Fiscal Year 2021-2022**  
**Education Operating Fund (General Fund)**  
**Monthly Financial Report (Unaudited) as of September 30, 2021**

	FY2021 Adopted Budget (A)	YTD Actuals (B)	YTD %	Encumbrances (C)	Available (A-B+C)
<b>Salaries</b>					
Teacher Full-Time	\$78,021,124	(\$6,950,342)	8.91%	\$0	\$71,070,782
Admin & Management Full-Time	13,717,695	(3,553,865)	25.91%	0	10,163,830
Paraprofessionals	3,091,529	(421,993)	13.65%	0	2,669,536
Support Staff Full-Time	10,490,120	(2,160,469)	20.60%	0	8,329,651
Part Time & Seasonal	3,513,137	(224,471)	6.39%	(207,805)	3,080,861
Substitutes	1,650,000	(43,870)	2.66%	0	1,606,130
Overtime, Benefits, Other	3,731,650	(525,149)	14.07%	(18,388)	3,188,114
<b>Total Salaries and Benefits</b>	<b>\$114,215,255</b>	<b>(\$13,880,159)</b>	<b>12.15%</b>	<b>(\$226,193)</b>	<b>\$100,108,903</b>
<b>Supplies and Services</b>					
Instructional Supplies	\$3,455,036	(\$500,797)	14.49%	(\$1,662,254)	\$1,291,985
Tuition	20,669,657	0	0.00%	(23,149,000)	(2,479,343)
Utilities	10,777,000	(931,548)	8.64%	(9,527,491)	317,961
Transportation	24,648,931	(97,187)	0.39%	(28,449,903)	(3,898,159)
Maintenance, Property, Custodial	2,358,770	(279,401)	11.85%	(1,357,303)	722,066
Other Contractual Services	14,594,048	(944,326)	6.47%	(8,685,835)	4,963,887
<b>Total Supplies and Services</b>	<b>\$76,503,442</b>	<b>(\$2,753,258)</b>	<b>3.60%</b>	<b>(\$72,831,787)</b>	<b>\$918,396</b>
<b>General Fund Totals</b>	<b>\$190,718,697</b>	<b>(\$16,633,418)</b>	<b>8.72%</b>	<b>(\$73,057,980)</b>	<b>\$101,027,300</b>



**Fiscal Year 2021-2022  
Education Operating Fund (General Fund)  
Monthly Financial Report (Unaudited) - September 30, 2021**

YTD by Period	Account Description	Original Budget	YTD Actual	MTD Actual	Encumb.	Available Budget	% Used
<b>Teachers Full-Time</b>	Teachers	<b>\$78,021,124</b>	<b>\$6,950,342</b>	<b>\$7,412,899</b>	<b>\$0</b>	<b>\$71,070,782</b>	<b>8.91</b>
<b>Admin &amp; Management Full-Time</b>	Salaries	1,056,118	222,566	84,687	0	833,553	21.07
	Directors Salaries	1,159,370	224,499	77,732	0	934,871	19.36
	Supervisor	2,303,486	584,820	205,200	0	1,718,666	25.39
	Department Heads/Principals/Aps	7,619,844	2,185,445	1,199,082	0	5,434,399	28.68
	Management	1,578,877	336,536	114,370	0	1,242,341	21.31
	<b>Sub-Total</b>	<b>\$13,717,695</b>	<b>\$3,553,865</b>	<b>\$1,681,071</b>	<b>\$0</b>	<b>\$10,163,830</b>	<b>25.91</b>
<b>Paraprofessionals</b>	ParaProfessionals	3,091,529	421,993	421,697	0	2,669,536	13.65
<b>Support Staff Full-Time</b>	Wages Temporary	479,059	44,354	44,354	-	434,705	9.26
	Custodians	4,360,565	997,873	346,944	0	3,362,692	22.88
	Building Repairs	767,430	164,579	60,046	0	602,851	21.45
	Clerical	2,505,527	442,001	224,910	0	2,063,526	17.64
	Security	2,282,526	487,820	239,810	0	1,794,706	21.37
	Truck Drivers	95,013	23,842	8,366	0	71,171	25.09
	<b>Sub-Total</b>	<b>\$10,490,120</b>	<b>\$2,160,469</b>	<b>\$924,429</b>	<b>\$0</b>	<b>\$8,329,651</b>	<b>20.60</b>
<b>Part Time &amp; Seasonal</b>	Coaches	650,000	0	0	0	650,000	0.00
	Other Personnel	125,000	29,171	14,585	185,805	(89,976)	0.00
	Part-Time Payroll	2,147,217	153,350	58,827	22,000	1,971,867	8.17
	Seasonal	490,920	41,951	19,061	0	448,969	8.55
	Teachers Stipend	100,000	0	0	0	100,000	0.00
	<b>Sub-Total</b>	<b>\$3,513,137</b>	<b>\$224,471</b>	<b>\$92,473</b>	<b>\$207,805</b>	<b>\$3,080,861</b>	<b>12.30</b>
<b>Substitutes</b>	Substitutes	\$ 1,650,000	\$ 43,870	\$ 39,835	\$ -	\$ 1,606,130	\$ 3
<b>Overtime, Benefits, Other</b>	Overtime	605,000	131,914	48,887	0	473,086	21.80
	Longevity	275,000	1,575	0	0	273,425	0.57
	Custodial Overtime	625,500	267,534	97,045	0	357,966	42.77
	Retirement	1,700,000	123,976	31,795	18,063	1,557,962	8.36
	Employment Comp	495,000	0	0	0	495,000	0.00
	Professional Meetings*	31,150	150	0	325	30,675	1.52
	<b>Sub-Total</b>	<b>\$3,731,650</b>	<b>\$525,149</b>	<b>\$177,727</b>	<b>\$18,388</b>	<b>\$3,188,114</b>	<b>14.57</b>
	<b>Salaries Sub-Total</b>	<b>\$114,215,255</b>	<b>\$13,880,159</b>	<b>\$10,750,132</b>	<b>\$226,193</b>	<b>\$100,108,903</b>	<b>12.35</b>



Fiscal Year 2021-2022  
 Education Operating Fund (General Fund)  
 Monthly Financial Report (Unaudited) - September 30, 2021

YTD by Period	Account Description	Original Budget	YTD Actual	MTD Actual	Encumb.	Available Budget	% Used
<b>Instructional Supplies</b>	Equipment	240,969	2,855	2,525	199,837	38,277	84.12
	Computer Equipment	127,096	0	0	4,280	122,816	3.37
	Software	47,176	13,181	2,486	10,721	23,274	0.00
	Furniture	120,058	8,094	6,969	17,958	94,006	21.70
	Testing Materials	62,600	0	0	540	62,060	0.86
	Education Supplies Inventory	559,191	101,657	79,955	184,862	272,672	51.24
	General/Office Supplies	1,233,050	145,636	54,178	962,462	124,952	89.87
	Textbooks	367,787	49,573	16,482	143,055	175,159	52.37
	Library Books	132,515	0	0	0	132,515	0.00
	Periodicals	2,000	0	0	0	2,000	0.00
	Registrations, Dues & Subscrip.	143,985	67,845	239	3,779	72,361	49.74
	Student Activities	154,920	52,535	52,535	0	102,385	33.91
	Graduation	35,689	0	0	0	35,689	0.00
	Emergency Medical	203,000	59,420	0	134,760	8,820	95.66
Printing & Binding	25,000	0	0	0	25,000	0.00	
	<b>Sub-Total</b>	<b>\$3,455,036</b>	<b>\$500,797</b>	<b>\$215,370</b>	<b>\$1,662,254</b>	<b>\$1,291,985</b>	<b>62.61</b>
<b>Tuition</b>	Tuition	20,669,657	0	0	23,149,000	(2,479,343)	112.00
<b>Utilities</b>	Natural Gas	1,796,500	68,641	1,820	1,727,859	0	100.00
	Electricity	7,709,500	734,919	343,808	6,862,868	111,712	98.55
	Heating Fuels	10,000	0	0	0	10,000	0.00
	Water	265,000	26,908	0	313,887	(75,795)	128.60
	Telephone	646,000	44,347	20,299	387,192	214,461	66.80
	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	3,212	0	24,382	30.34
	<b>Sub-Total</b>	<b>\$10,777,000</b>	<b>\$931,548</b>	<b>\$369,140</b>	<b>\$9,527,491</b>	<b>\$317,961</b>	<b>97.05</b>
<b>Transportation</b>	Milage	613,900	46,600	31,050	194,200	373,100	39.22
	Business Travel	4,000	2,160	0	0	1,840	54.00
	Transportation	14,028,973	24,213	24,213	14,704,400	(699,640)	104.99
	Special Education Transportation	4,448,895	24,213	24,213	4,171,835	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	0	0	3,446,228	(41,228)	101.21
	Field Trips (Non-Public)	206,117	0	0	214,200	(8,083)	103.92
	<b>Sub-Total</b>	<b>\$24,648,931</b>	<b>\$97,187</b>	<b>\$79,477</b>	<b>\$28,449,903</b>	<b>(\$3,898,159)</b>	<b>115.81</b>



**Fiscal Year 2021-2022**  
**Education Operating Fund (General Fund)**  
**Monthly Financial Report (Unaudited) - September 30, 2021**

YTD by Period	Account Description	Original Budget	YTD Actual	MTD Actual	Encumb.	Available Budget	% Used	
<b>Maintenance, Property, Custodial</b>	School Security	20,000	1,695	0	0	18,305	8.48	
	Building & Grounds Maint. Supp.	100,000	16,953	3,750	22,605	60,442	39.56	
	Custodial Supplies	488,000	62,939	62,874	398,561	26,500	94.57	
	Light Bulbs	30,000	1,717	27	4,886	23,397	22.01	
	Uniforms	21,252	0	0	0	21,252	0.00	
	Moving Expenses	50,000	5,946	5,946	74,054	(30,000)	160.00	
	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	80,853	49,770	412,685	81,462	85.83	
	Rental	120,000	30,205	10,225	92,029	(2,234)	101.86	
	Rental of Equipment	8,000	936	465	9,064	(2,000)	125.00	
	Maintenance Agreement Services	725,000	77,786	51,197	297,419	349,795	51.75	
	Vehicle Repairs	80,000	371	371	0	79,629	0.46	
	<b>Sub-Total</b>	<b>\$2,358,770</b>	<b>\$279,401</b>	<b>\$184,624</b>	<b>\$1,357,303</b>	<b>\$722,066</b>	<b>69.39</b>	
<b>Other Contractual Services</b>	Other Contractual Services *	4,756,150	(63,252)	(105,756)	578,507	4,240,895	10.83	
	<i>* Special Education</i>	992,340	44,477	0	1,022,337	(74,474)	107.50	
	<i>*Facilities</i>	6,820,558	710,821	86,884	5,814,524	295,214	95.67	
	<i>*IT</i>	1,000,000	164,882	156,126	780,520	54,598	94.54	
	Legal Services	400,000	0	0	410,000	(10,000)	102.50	
	Other Purchased Services	17,500	725	0	16,275	500	97.14	
	Postage & Freight	157,500	86,673	1,023	63,673	7,154	95.46	
	Claims	450,000	0	0	0	450,000	0.00	
		<b>Sub-Total</b>	<b>\$14,594,048</b>	<b>\$944,326</b>	<b>\$138,278</b>	<b>\$8,685,835</b>	<b>\$4,963,887</b>	<b>65.99</b>
		<b>Supplies &amp; Services Sub-Total</b>	<b>\$76,503,442</b>	<b>\$2,753,258</b>	<b>\$986,888</b>	<b>\$72,831,787</b>	<b>\$918,396</b>	<b>98.80</b>
	<b>Combined Total</b>	<b>\$190,718,697</b>	<b>\$16,633,418</b>	<b>\$11,737,020</b>	<b>\$73,057,980</b>	<b>\$101,027,300</b>	<b>47.03</b>	

\* Breakout of Other Contractual Services by Department

## **Updates in November:**

- Special Funds YTD financial report
- Initial Outlook for 2021-22 results compared with 2021-22 budget

## 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 [reasonable fear of physical or emotional harm](#) ~~hostile environment at school,~~ ~~or~~ 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.](#)

Formatted: Font color: Text 1

Formatted: Font color: Text 1

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.](#)

Formatted: Font color: Text 1

Formatted: Font color: Text 1

["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, parent, or guardian has specified otherwise.

## Official Records

~~The District is required to maintain a mandatory permanent student record ("official record") that includes a student's legal name and legal gender. However, the District is not required to use a student's legal name and gender on other school records or documents. The District will change a student's official record to reflect a change in legal name or legal gender upon receipt of documentation that such change has been made pursuant to a court order. 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.~~

Formatted: Font color: Text 1

~~Note: 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. It is a common practice to require documentation to change a student's legal name or gender pursuant to a court order or through amendment of state or federally issued identification. However, Under FERPA\*, a school must consider the request of a minor student's education records that is inaccurate, misleading, or in violation of the student's privacy rights. Consider, therefore, the following language as an alternative to the above. \*(Family Educational Rights and Privacy Act)~~

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 his/her name and gender on such student's "official record"

Formatted: Font color: Text 1

Formatted: Font color: Text 1

[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.

Formatted: Font color: Text 1

Formatted: Font color: Text 1

Formatted: Font color: Text 1

Formatted: Font color: Text 1

[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 his or her 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, [such as for selected health education classes](#), 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 his or her 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 ALL students, Pro-K-Grade 12.

(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.

**Formatted:** Font color: Text 1

**Formatted:** Font color: Text 1

**Commented [1]:** Being an educator, my opinion on this is that is non-negotiable.

**Commented [2]:** I agree.

**Commented [3]:** Honestly, I believe all of this is non-negotiable. What do students have to say about this document? How could it be improved to be even more effective?

**Commented [4]:** I think we should move forward with all of it, honestly.

**Formatted:** Font color: Text 1

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)

# JASMINE OANG

206 Elm St #202758 New Haven, CT 06520 (626) 726-1056 jasmine.oang@yale.edu

---

October 19, 2021

New Haven Board of Education  
New Haven, CT

Dear Members of the Board,

My name is Jasmine Oang and I am the new Administrative Intern for Ms. Typhanie Jackson. I am a current sophomore at Yale studying Political Science and History with the intention to go to law school and work in the policy field. My main role at NHPS will also be centered around policy work. You all have already done a tremendous job in creating and updating BOE policies and ensuring the best environment for students. I am so grateful for this opportunity to work with you all and help bring that momentum further. Since we will be working together on quite a few projects and you will be hearing from me regularly about policy updates and timelines, I wanted to reach out and introduce myself. I will be helping construct a calendar for policy initiatives and maybe communicating back and forth between your committees. This may be the beginning of our communications, but I look forward to working with everyone and seeing the progress we can make.

Warmly,  
Jasmine Oang

# Jasmine Oang

206 Elm St. #202758 | New Haven, CT 06520 | (626) 726-1056 | jasmine.oang@yale.edu

## EDUCATION

---

**Yale University**, New Haven, CT

Expected Graduation 2024

*BA in Political Science* GPA: 3.6

*Relevant Coursework:*

- Heritage Chinese, The Death Penalty, Political Parties, Data Exploration and Analysis, Education Studies

**Arcadia High School**, Arcadia, CA

Class of 2020

GPA: 3.97 unweighted

*Activities/Awards:*

- Salutatorian, National AP Scholar with Distinction, Kare 4 Kids President, We the People Constitution Team

## WORK EXPERIENCE

---

**City of Arcadia**, *Administrative Intern*, Arcadia, CA

July 2021-August 2021

- Assisted the City Manager's Office and its Development Services Department with research into homelessness policies, and how to effectively address the rising homelessness issue in the City of Arcadia
- Helped organize an in-person and remote City-wide Homelessness Forum to address community concerns and gather data pertaining to policy approval
- Managed four social media pages on Facebook, Twitter, WeChat, and Nextdoor to publicize the City's Homelessness Forum, combat misinformation, and promote evidence-based educational facts about the homelessness issue

**Arcadia Unified School District**, *Digital Communications Intern*, Arcadia, CA

January 2017-June 2020

- Led a team of interns and managed the District Facebook Page with over 7,000 Followers and 7,000 Likes
- Connected the community with the school district through consistent event coverage and utilized Instagram Takeovers and Twitter Spotlights to encourage cross-platform promotion and engagement

## LEADERSHIP EXPERIENCE

---

**Yale Democrats**, *City Fellow*, New Haven, CT

January 2021-May 2021

- Interned with the New Haven Public School Advocates (NHPSA) and attend biweekly Board of Education meetings
- Briefed NHPSA organizers about major issues and concerns that require closer examination and the incorporation of staff, parent, and student opinions
- Brought attention to the expansion of BIPOC history in the curriculum and spurred an ongoing campaign to reevaluate the consequences of poor implementation

**Dwight Hall PEACE Initiative**, *Social Media Director*, New Haven, CT

January 2021-May 2021

- Aided the International Rights Advocates (IRAdvocates) nonprofit to publicize ongoing human rights violation cases concerning child labor along the Ivory Coast via social media, discussion panels, and legislative initiatives
- Created viral content ideas for TikTok and Instagram, which has garnered over 1.5 million views and 480k likes
- Monitored social media for discussions about ongoing legislative bills and relative trends to optimize content exposure and forge partnerships with leaders like CA Assemblymember Jim Cooper

## SKILLS AND INTERESTS

---

- *Computer Skills:* Adobe Photoshop, Adobe Lightroom, Canva, Microsoft Office, R, Google G Suite
- *Language Skills:* Fluent English, Conversational Mandarin, Conversational Cantonese
- *Interests:* Education Policy, Voting Rights, Hiking, Baking



NEW HAVEN PUBLIC SCHOOLS

# Memorandum

**To:** BOE members and Dr. Iline Tracey, Superintendent of Schools  
**From:** Jasmine Oang  
**Date:** October 15, 2021  
**Subject:** CABA Policy Highlights 10-1-21

---

As of October 1, 2021, CABA (CT Association of Boards of Education) has released policy highlights outlining new policy requirement and recommendations. The highlights include the following:

- Upholding the requirements of the Individuals with Disabilities Education Act (IDEA) amid the ongoing pandemic
- Required Face Masks policy based on the guidance of the Connecticut State Department of Education (CSDE) and Connecticut Department of Public Health (DPH)'s Adapt, Advance, Achieve: Connecticut's Plan to Learn and Grow Together (AAA document) policy
- Research Correcting the Misconceptions About Suspensions and Policy Implications

## **Overview of IDEA Policies**

The U.S. Education Department released guidance stating that children with disabilities are "entitled to a free and appropriate public education" and schools are still required to uphold the requirements of the IDEA amid the pandemic.

The guidance document focused on Child Find, a portion of the federal Individuals with Disabilities Education Act that outlines states' obligations to identify, locate and evaluate all children with disabilities, even those younger than school age and those who do not attend public schools. This policy is already included NHPS BOE Policy #6171.2(b). The guidance noted that schools may use federal COVID-19 relief funding provided through the American Rescue Plan to address a backlog of evaluations if needed.

The document also outlined the concern of possible post-COVID side effects "such as fatigue, mood changes, or difficulty concentrating" that may qualify for special education services if they adversely affect students' ability to participate and learn. And, as a result of virtual learning the past year, teachers may have had limited opportunity to observe and recognize possible impacts to learning ability.

## **Overview of Face Masks Policies**



CABE focused on two CDC studies to provide evidence to support mask mandates in schools. One study conducted in Arizona found that schools that required staff and students to wear masks regardless of vaccination status were 3.5 times less likely to have a virus outbreak as schools that did not implement masking policies. The other study found that nationwide, counties where schools did not have mask mandates had larger increases in rates of children younger than 18 contracting COVID-19 once school started.

Based on the guidance of the Connecticut State Department of Education (CSDE) and Connecticut Department of Public Health (DPH)'s Adapt, Advance, Achieve: Connecticut's Plan to Learn and Grow Together (AAA document) policy, all students and staff must be required to wear a face mask when inside a school building and when riding school transportation vehicles, with limited exceptions.

Masks are not required outdoors, but CSDE recommends mask wearing for students and staff in outdoor situations that involve close contact while stationary (e.g., sitting/standing together in a group). Masks can be removed when students are actively moving around during recess or physical education activities, but should be worn when leaving the building to recess and returning into the building afterward. "Good hand hygiene should be emphasized before and after outdoor activities."

### **Recommendation of Next Steps**

- Review the implementation of Policy #4118.23/4218.237/5141.8, "Face Masks," (a required policy)

### **Overview of Suspension Misconceptions**

In an article in *Education Week*, Sarah Sparks refers to studies conducted by the American Institutes of Research (AIR), the Civil Rights Project, and more to push back on four common myths about suspension.

- *Myth #1: Suspensions improve student behavior.*
  - The AIR researchers found that students who were given out-of-school suspensions behaved more poorly afterwards than students who got in-school suspensions and their behavior worsened if the suspension continued. Research found that removing students from the socialization of school and isolating them at home or elsewhere had negative impacts.
- *Myth #2 Suspensions help get at-risk students back on track.*
  - Disciplinary exclusion sets students back academically.
- *Myth #3 Excluding a troublemaker improves learning for the rest of the class.*
  - Researchers found there was no benefit for classmates when suspended students were not present and that exclusion may backfire by giving a negative view of the schooling environment if peers see the punishment as unjust.
- *Myth #4 The severity of a student's behavior drives suspensions.*
  - Sparks found that suspensions disproportionately affect students of color and those with disabilities or trauma. "Students with multiple adverse experiences outside school -

neglect and abuse, a parent's death, incarceration, mental illness, or substance abuse - have four times the likelihood of being suspended compared to a student without a history of trauma.”

Districts are required to adopt a policy pertaining to discipline and the NHPS BOE has adopted policy #5114 - Suspensions/expulsions/Due Process. Despite this research, no policy changes are required.

**Recommendation of Next Steps**

- Review of policy #5114 – Suspensions/Expulsions/Due Process
- Consider including providing resources especially for those affected by disabilities or trauma as one of the In-school Suspension/Suspension Procedures

Enclosed you will find a copy of the CAFE Policy Highlights.



# Memorandum

**To:** BOE members and Dr. Iline Tracey, Superintendent of Schools  
**From:** Jasmine Oang  
**Date:** October 15, 2021  
**Subject:** CABE Policy Highlights 10-15-21

---

On October 15, 2021, CABE (CT Association of Boards of Education) released policy highlights outlining new policy requirement and recommendations. The highlights include the following:

- Federal School Cybersecurity Act
- Research Correcting the Misconceptions About Suspensions and Policy Implications

## **Overview of the Federal School Cybersecurity Act**

“Schools are particularly vulnerable to ransomware attacks, especially considering the number of devices used in schools rose 74% from 2019 to 2020, according to Absolute software reported in VentureBeat.” On October 8, President Biden signed the K-12 cybersecurity Act of 2021. The act requires the federal government to examine the state of cybersecurity in K-12 schools and provide recommended actions.

The new law will give school leaders more information on cybersecurity and online safety but imposes no new actions or requirements.

CABE also outlines that good cybersecurity programs in a school district should cover three basic elements:

1. Back-up systems: data should be backed up onsite in a different location or off-site if really important.
2. Redundancy and more redundancy: systems that allow the district to function while repairs are made
3. Practice crises: everyone should know what should be done in the event of an emergency.

## **Overview of Crowdfunding**

CABE focused on an analysis of crowdfunding platform DonorsChoose by Sarah Wolff and Deven Carlson (University of Oklahoma) in an article in *Educational researcher*. DonorsChoose is the largest education-

focused crowdfunding organization in the U.S., many teachers from under resourced or underfunded schools write proposals on the platform and receive donations to fund their projects.

They found that over the last two decades, more than 80 percent of the U.S. public schools have posted a project with DonorsChoose. And, the teachers most like to post projects on the platform work in schools that serve less-advantaged students, in states with the lowest spending for public schools. However, Wolff and Carlson assert that while teachers who apply for crowdfunding intend to level the playing field for their students, the hours they spend writing proposals are hours not spent with students. Crowdfunding mitigates and masks the continuing problem of inadequate funding.

### **Policy Implications**

#### **This could lead to considerations of Policy #3281.2 “Crowdfunding”**

As teachers continue to use these sites, K-12 leaders are prioritizing transparency, integrity and security throughout the process. The American Association of School Administrators (AASA) also shared that the best-in-class crowdfunding sites valued financial transparency and accountability, integrity controls, and privacy and safety.



**Gail Cairns-Sharry**

*Executive Director*

**NEW HAVEN PUBLIC SCHOOLS**

**Food Services Division**

Tel: (475) 220-1610

Fax: (203) 946-7650

---

**TO:** Board of Education

**FROM:** Gail Sharry, Executive Director  
Michael Gormany, Acting City Controller

**SUBJECT:** Food Services Supply Chain Increases and Shortages

**DATE:** October 14, 2021

**CC:** Dr. Iline P.Tracey, Superintendent  
Thomas Lamb, Chief Operating Officer

---

Due to COVID-19, The NHPS Food and Nutrition Department is facing supply food product shortages, unexpected substitution of food products, and increase in food and supply prices.

In addition to the information provided at the Finance and Operations meeting on Monday, October 18, 2021, Due to the nature of the food supply shortage The Food and Nutrition office **is seeking approval** from the Board of Education for the following.

1. The ability to accept increased pricing on currently allocated food products within the existing food contracts
2. To accept food product not previously listed within the RFPs from the currently awarded vendors as substitutions from vendor.

The normal process for adding additional products or increasing product pricing is through the change order process (CO). The CO process includes vendor signature, approval by F/O, City change order committee, and City Corporation Counsel approval. This process could take longer than anticipated and thus possibly losing the food product.

It is important to understand that the Food and Nutrition Department is competing with all other CT towns with food products.

Another important note is the Food and Nutrition Office is not seeking a blanket approval to increase the **overall contract amounts for vendors**. The Food and Nutrition Office will still follow all the applicable guidelines of increasing a vendor contract through the normal F/O channels. This request is simply based off the availability of **food products** that Food and Nutrition will be using to serve school meals.



**Gail Cairns-Sharry**

*Executive Director*

**NEW HAVEN PUBLIC SCHOOLS**

**Food Services Division**

Tel: (475) 220-1610

Fax: (203) 946-7650

---

Examples:

1. TASTY Brands-
  - a. not able to produce Pizza Calzone for 59 cent per portion, will substitute for mini-Pizza Calzones for 68 cents per portion, only used for emergency
  - b. not able to produce stuffed shells for 49 cents per portion, will substitute for square raviolis for 51 cents per portion, will use on menu rotation less
2. Tyson Foods - will not produce our bid product of hamburgers, will use the Maid rite Contract to produce for similar product meeting specs for hamburgers
3. Rich Chickens - Rich Chicks has made the difficult decision to implement a temporary \$.18 per pound (\$3.60 per case) Covid-19 surcharge until costs return to traditional cost levels. Due to the rapidly evolving nature of many of our cost increases, please implement our Covid-19 surcharge effective on all purchase orders placed after July 2, 2021.
4. Yangs 5<sup>th</sup> Taste -
  - a. Currently, all unconfirmed orders and all new orders for Yangs chicken products are subject to a 12-15-week lead time.
  - b. Non-chicken items (rice and chow mein) are subject to a 20-business day lead time. To receive rice and chow mein within the lead time period, orders must be submitted on separate purchase orders that do not contain poultry products and must comply with minimum shipment requirements.