

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

**INFORMATION ONLY: PERSONNEL REPORT OF THE SUPERINTENDENT      November 28, 2022**

**RETIREMENT – Administrator:**

<b><u>Name</u></b>	<b><u>Assignment:</u></b>	<b><u>Effective Date</u></b>
Michele Sherban	Director/Research Assessment & Evaluation Gateway <b>General Funds</b> <b>19041900-50111</b>	06/30/2023

**RETIREMENT – Teacher:**

<b><u>Name</u></b>	<b><u>Assignment:</u></b>	<b><u>Effective Date</u></b>
Darren Lerner	Special Education Nathan Hale School <b>General Funds</b> <b>19049014-50115</b>	06/30/2023

**RETIREMENT – Non-Instructional Staff:**

<b><u>Name</u></b>	<b><u>Assignment:</u></b>	<b><u>Effective Date</u></b>
Sonia Gonzalez-Shaw	General Worker Dr. Reginald Mayo Early Learning Center <b>Food Service</b> <b>25215200-81-50126</b>	12/23/2022

**RESIGNATION – Teachers:**

<b><u>Name</u></b>	<b><u>Assignment:</u></b>	<b><u>Effective Date</u></b>
Mark Cassella	Social Studies 5/8 Engineering & Science University Magnet School <b>Inter-District Funds</b> <b>27042617-50115</b>	11/10/2022
Louis Mark	Grade 4 Fair Haven School <b>General Funds</b> <b>19041016-50115</b>	12/04/2022
Stephen Mikolike	Special Education Riverside Academy <b>General Funds</b> <b>19049091-50115</b>	01/03/2023

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

Dyiamond Myers	School Social Worker Engineering & Science University Magnet School <b>ECS Alliance - Culture &amp; Climate</b> <b>25476108-17-50115</b>	12/02/2022
Stacey Strand	History/Social Studies James Hillhouse High School <b>General Funds</b> <b>19041562-50115</b>	11/22/2022
Jamie Walsh	Special Education COOP Arts & Humanities <b>General Funds</b> <b>19049064-50115</b>	11/23/2022
Matthew Moran	Grade 2 Davis Street Magnet School <b>ESSER II Funds</b> <b>25526363-09-50115</b>	12/02/2022

**RESIGNATION – Paraprofessional Staff:**

<b><u>Name</u></b>	<b><u>Assignment:</u></b>	<b><u>Effective Date</u></b>
Shyanne Horner	Assistant Teacher – Special Education Brennan Rogers Magnet School <b>General Funds</b> <b>19049021-50128</b>	10/07/2022

**RESIGNATION – Non-Instructional Staff:**

<b><u>Name</u></b>	<b><u>Assignment:</u></b>	<b><u>Effective Date</u></b>
Neftali Santiago	Building Manager Fair Haven Middle School <b>General Funds</b> <b>19047455-50121</b>	11/14/2022

**TRANSFER - Teacher:**

<b><u>Name</u></b>	<b><u>From</u></b>	<b><u>To</u></b>	<b><u>Effective Date</u></b>
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**NEW HAVEN PUBLIC SCHOOLS  
NEW HAVEN, CONNECTICUT**

Patricia A. Catalano	Integrated Language Arts Davis Street Magnet School <b>Inter-District Funds</b> <b>27041609-50115</b>	English Hill Regional Career High School <b>General Funds</b> <b>19041663-50115</b>	11/28/2022
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**CORRECTION/CHANGE ITEMS:**

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

**CHANGE IN FUNDING —Teacher:**

<b><u>Name</u></b>	<b><u>From</u></b>	<b><u>To</u></b>	<b><u>Effective Date</u></b>
Vincent Squeglia	Administrative Intern Brennan Rogers Magnet School 25315256-21-50115	Math Coach Augusta Lewis Troup School 25315256-15-50115	12/05/2022

**FAMILY & MEDICAL LEAVE ACT: LEAVE OF ABSENCE REPORT**

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

**FMLA LEAVE OF ABSENCE – Teachers:**

<b><u>Name</u></b>	<b><u>Assignment</u></b>	<b><u>Effective Date</u></b>
Ashley Stockton	Kindergarten Wexler Grant School <b>General Funds</b> <b>19041032-50115</b>	08/29/2022 - 11/14/2022
Lindsay Dickey	School Social Worker Itinerant <b>ESSER II Funds</b> <b>25526363-98-50115</b>	11/23/2022 – 03/01/2023
Michael Papantonio	Science High School in the Community <b>General Funds</b> <b>19041466-50115</b>	10/07/2022 – 11/04/2022

**FMLA LEAVE OF ABSENCE – Teachers:**

Andrew Mclean	Grade 6	10/17/2022 – 11/07/2022
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**NEW HAVEN PUBLIC SCHOOLS  
NEW HAVEN, CONNECTICUT**

King Robinson Magnet School  
**Inter-District Funds**  
**27041030-50115**

**FMLA LEAVE OF ABSENCE – Paraprofessional Staff:**

<b><u>Name</u></b>	<b><u>Assignment</u></b>	<b><u>Effective Date</u></b>
Sadiya Martinez	Assistant Teacher – Prek-K King Robinson Magnet School <b>Inter-District Funds</b> <b>27041030-50128</b>	09/16/2022-11/07/2022

**EXTENDED FMLA LEAVE OF ABSENCE – Paraprofessional Staff:**

<b><u>Name</u></b>	<b><u>Assignment</u></b>	<b><u>Effective Date</u></b>
Dawn Lamberti	Assistant Teacher – Special Education East Rock Magnet School <b>General Funds</b> <b>19049046-50128</b>	11/22/2022 – 12/09/2022

**INTERMITTENT FMLA LEAVE OF ABSENCE – Teachers:**

<b><u>Name</u></b>	<b><u>Assignment</u></b>	<b><u>Effective Date</u></b>
Kathleen Mastroianni	History/Social Studies Conte West Hills School <b>General Funds</b> <b>19041531-50115</b>	08/24/2022 – 06/30/2023
Khalilah Abdulrahim-Besson	School Social Worker James Hillhouse High School <b>General Funds</b> <b>19049362-50115</b>	08/29/2022 – 06/30/2023
Michael Papantonio	Science High School in the Community <b>General Funds</b> <b>19041466-50115</b>	11/07/2022 – 06/30/2023

**MEDICAL LEAVE OF ABSENCE – Teachers:**

<b><u>Name</u></b>	<b><u>Assignment</u></b>	<b><u>Effective Date</u></b>
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**NEW HAVEN PUBLIC SCHOOLS  
NEW HAVEN, CONNECTICUT**

Lauren Bitterman	Grade 4 Mauro Sheridan Magnet School <b>Inter-District Funds</b> <b>27041019-50115</b>	05/27/2022 – 06/30/2022
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Kevin Barbero	English James Hillhouse High School <b>General Funds</b> <b>19041662-50115</b>	09/01/2022 – 09/30/2022
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**RETURN OF LEAVE OF ABSENCE – Teachers:**

<b><u>Name</u></b>	<b><u>Assignment</u></b>	<b><u>Effective Date</u></b>
Kevin Barbero	English James Hillhouse High School <b>General Funds</b> <b>19041662-50115</b>	10/03/2022

**RETURN OF LEAVE OF ABSENCE – Paraprofessional Staff:**

<b><u>Name</u></b>	<b><u>Assignment</u></b>	<b><u>Effective Date</u></b>
Lindsay Kirwin	Assistant Teacher – Special Education Wilbur Cross High School <b>General Funds</b> <b>19049061-50128</b>	11/21/2022

**RETURN OF LEAVE OF ABSENCE – Non-Instructional Staff:**

<b><u>Name</u></b>	<b><u>Assignment</u></b>	<b><u>Effective Date</u></b>
Renee Jackowitz	General Worker Clemente Leadership Academy <b>Food Service</b> <b>25215200-42-50126</b>	10/03/2022

**Dr. Iline Tracey, Ed.D.  
Superintendent of Schools**



**NEW HAVEN PUBLIC SCHOOLS**

CONNECTICUT  
 Board of Education Meeting  
**Motions Passed**  
 November 14, 2022 via Zoom

I. Called to Order	The meeting was called to order at 5:31 pm by Vice President, Mr. Matthew Wilcox.
Board Members Present	<p>Mr. Matthew Wilcox, Vice President          Dr. Edward Joyner, Secretary          Mayor Justin Elicker          Dr. Orlando Yarborough III          Mr. Darnell Goldson          Dr. Abie Benitez</p>
Board Member Absent	<p>Ms. Yesenia Rivera, President          Ma'Shai Roman, Student Board Member          Mr. Dave Cruz-Bustamante, Student Board Member</p>
Others Present	<p>Dr. Iline Tracey – Superintendent, NHPS          Attorney Alexaides – Corporation Counsel, City of New Haven          Attorneys Milan and Westby</p>
IV. Executive Session 178-22	<p><b>On the Motion by Mr. Wilcox, seconded by Mr. Goldson to go into Executive Session pursuant to Conn. Gen. Stat. § 1-200(6)(B) and 1-200(b)(4) and (10) strategy and negotiations with respect to pending claims (Ortiz) and discussion which would result in the disclosure of attorney-client privileged communications.</b></p> <p><u>Executive session invitees:</u>          Dr. Tracey, Attorneys Alexiades and Westby, Mr. Thomas Lamb</p> <p><b>Mayor Elicker, yes; Mr. Wilcox, yes; Dr. Benitez, yes; Dr. Yarborough, yes; Dr. Joyner, yes; Mr. Goldson, yes. (Passed)</b></p> <p>Out of executive session, no votes were taken</p>
V. 179 – 22	<p><b>On the Motion by Dr. Yarborough, seconded by Mr. Goldson to approve the minutes for October 24, 2022.</b></p>



**NEW HAVEN PUBLIC SCHOOLS**

CONNECTICUT

Board of Education Meeting

**Motions Passed**

November 14, 2022 via Zoom

<p>i. Approval of Board Minutes October 24, 2022</p>	<p><b>Mayor Elicker, yes; Dr. Yarborough, yes; Mr. Wilcox, yes; Dr. Benitez, yes; Dr. Joyner, yes; Mr. Goldson, yes. (passed)</b></p>
<p>180-22 ii. Approval of Ortiz Settlement</p>	<p><b>On the Motion by Mr. Wilcox to approve the Ortiz settlement as discussed in the executive session, seconded by Dr. Yarborough.</b></p> <p><b>Mayor Elicker, yes; Dr. Yarborough, yes; Mr. Wilcox, yes; Dr. Benitez, yes; Dr. Joyner, yes; Mr. Goldson, yes. (passed)</b></p>
<p>iii- <b>181-22</b> Personnel Report Dr. Iline Tracey</p>	<p><b>On the Motion by Dr. Joyner, seconded by Dr. Yarborough to approve the Action Items of the Superintendent's Personnel's Report.</b></p> <p><b>Mr. Wilcox, yes; Dr. Benitez, yes; Dr. Joyner, yes; Mr. Goldson, yes; Mayor Elicker, yes; Dr. Yarborough, yes; (passed)</b></p>



**NEW HAVEN PUBLIC SCHOOLS**

CONNECTICUT

Board of Education Meeting

**Motions Passed**

November 14, 2022 via Zoom

<p>iv. 182-22 Finance and Operations Committee – Mr. Matthew Wilcox</p> <p>183-22</p> <p>184 – 22</p> <p>185-22</p>	<p><b>Withdrawn items – Agreements # 5, 6 &amp; 8; Information only # 3 &amp; 7.</b></p> <p><b>On the Motion by Dr. Yarborough, seconded by Dr. Joyner to approve abstract #3, Nutrition &amp; Health Information Literacy in New Haven Public Schools grant in the amount of \$28,800.20 for September 1, 2022 to April 30, 2023.</b></p> <p>Dr. Yarborough called the vote <b>Dr. Yarborough, yes; Mayor Elicker, yes; Mr. Wilcox, recused; Dr. Benitez, yes; Mr. Goldson, yes; Dr. Joyner, yes (passed)</b></p> <hr/> <p><b>On the Motion by Mr. Wilcox, seconded by Mayor Elicker to approve agreement # 22, Agreement with Friends Center for Children to provide 25 full day/full year infant/toddler spaces, from July 1, 2022 to June 30, 2023, in an amount not to exceed \$367,622.90</b></p> <hr/> <p><b>On the Motion by Mr. Wilcox, seconded by Mayor Elicker to amend the above motion – 183-22, to reflect agreement #21 instead of #22.</b></p> <p>Dr. Yarborough, recused; Mayor Elicker, yes; Mr. Wilcox, recused; Dr. Benitez, yes; Mr. Goldson, abstained, Dr. Benitez, yes; Dr. Joyner, yes. (passed)</p> <hr/> <p><b>On the Motion by Mr. Wilcox, seconded by Mayor Elicker to approve remaining 4 abstracts, 20 agreements, 5 contracts and 6 purchase orders.</b></p> <p>Dr. Yarborough, yes; Mayor Elicker, yes; Mr. Wilcox, yes; Dr. Benitez, yes; Mr. Goldson, yes; Dr. Joyner, yes (passed)</p>
<p>XVI. 186-22 Executive Session pursuant to Conn. Gen. Stat. § 1-200(6)(B) and 1-201(B) 9 &amp; 10 re Records, Reports and Statements of Strategy or Negotiations re Collective Bargaining and Records of Communications Privilege by the Attorney Client Privilege or Relationship</p>	<p><b>On the Motion by Vice President, Wilcox seconded by Dr. Joyner to enter into Executive Session pursuant to Conn. Gen. Stat. § 1-200(6)(B) and 1-201 (B) 9 &amp;10 regarding records, reports and Statements for Strategies or negotiations with respect to the Collective Bargaining and Records of Communications Privilege by Attorney Client Privilege or relationship</b> Invitees: Attorneys Alexiades &amp; Sierra-Milan, Dr. Tracey.</p> <p><b>Dr. Yarborough, yes; Mayor Elicker, yes; Mr. Wilcox, yes; Dr. Benitez, yes; Dr. Joyner, yes; Mr. Goldson, yes. (passed)</b></p>





**NEW HAVEN PUBLIC SCHOOLS**

CONNECTICUT

Board of Education Meeting

**Motions Passed**

November 14, 2022 via Zoom

<p>187-22 Action on collective bargaining agreement between Board of Education and School Administrators Association of New Haven, Inc</p>	<p><b>No votes taken out of executive session.</b></p> <p><b>On the Motion by Mr. Wilson, seconded by Mayor Elicker to approve the tentative agreement reached between the and the New Haven Board of Education and the School Administrators Association of New Haven, Inc as presented to the Board. It is further moved that the New Haven Board of Education authorize Dr. Iline Tracey to execute the MOU modifying the tentative agreement to include the additional quarantine language presented to the Board.</b></p> <p><b>Dr. Benitez, yes; Dr. Joyner, yes; Mr. Goldson, yes; Dr. Yarborough, yes; Mayor Elicker, yes; Mr. Wilcox, yes. (passed)</b></p>
<p>188-22 Action on collective bargaining agreement between Board of Education and the New Haven Federation of Teachers.</p>	<p><b>On the Motion by Mr. Wilcox, seconded by Dr. Benitez to approve the tentative agreement reached between the NHFT and the New Haven Board of Education as presented to the Board.</b></p> <p><b>Dr. Benitez, yes; Dr. Joyner, yes; Mr. Goldson, yes; Dr. Yarborough, yes; Mayor Elicker, yes; Mr. Wilcox, yes. (passed)</b></p>
<p>XVII Adjournment 189-22</p>	<p><b>On Motion by Mr. Goldson, seconded by Dr. Yarborough- it was voted by role call to adjourn the meeting at 8:44pm.</b></p> <p><b>Mr. Wilcox, yes; Mr. Goldson, yes; Mayor Elicker, yes; Dr Benitez, yes; Mayor Elicker, yes; Dr. Yarborough, yes. (passed)</b></p>

"A video of this meeting is available the NHPS website, NHPS.net, Public Meeting

*Respectfully Submitted*  
*Myrtis Mason*  
*Recording Secretary*



**NEW HAVEN PUBLIC SCHOOLS**  
New Haven, Connecticut

**NEW HAVEN BOARD OF EDUCATION MEETING**

**Monday, November 28, 2022**

**INFORMATION ONLY**

1. Agreement with VL Jack, INC., to provide programs for three student assemblies at Edgewood School, from December 9, 2022 to June 30, 2023, in an amount not to exceed \$3,432.00.  
Funding Source: Magnet Carryover Program Acct. #2517-6260-56694-0012
2. Agreement with TetherEd, to provide a virtual School Explorer and Simulator tool that allows families to explore school programs, from November 15, 2022 to June 30, 2023, in an amount not to exceed \$15,000.00.  
Funding Source: Magnet 17-22 Carryover Program Acct. #2517-6258-56694-0000



NEW HAVEN PUBLIC SCHOOLS  
New Haven, Connecticut

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

Monday, November 21, 2022

**MINUTES**

**Present:** Mr. Matthew Wilcox, Dr. Orlando Yarborough, Ms. Yesenia Rivera  
**Staff:** Dr. Iline Tracey, Dr. Paul Whyte, Dr. Michael Finley, Ms. Linda Hannans,  
Ms. Patricia DeMaio, Ms. Viviana Conner, Ms. Typhanie Jackson, Ms. Mary Derwin,  
Mr. Marquelle Middleton, Ms. Michele Bonanno, Ms. Gilda Herrera, Ms. Rebecca Hunt,  
Mr. Frank Fanelli, Attorney Elias Alexiades

**Call to Order:** Mr. Wilcox called the meeting to order at 4:34 p.m.

**Summary of Motions:**

1. Table Items: A motion by Mr. Wilcox, seconded by Ms. Rivera, to table Agreement # 5 with CV Media and to table Agreement #6 with Public Good, LLC, passed unanimously by Roll Call Vote: Ms. Rivera, Yes; Dr. Yarborough, Yes; Mr. Wilcox, Yes.
2. Recommend Approval: A motion by Mr. Wilcox, seconded by Dr. Yarborough to recommend approval of 1 Abstract, remaining 5 Agreements, 1 Contract and 3 Purchase passed unanimously by Roll Call Vote: Dr. Yarborough, Yes; Ms. Rivera, Yes; Mr. Wilcox, Yes.
3. Adjournment: A motion by Dr. Yarborough, seconded by Ms. Rivera to adjourn the meeting at 6:22 p.m., passed unanimously by Roll Call Vote: Dr. Yarborough, Yes; Ms. Rivera, Yes; Mr. Wilcox, Yes.

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

**A. INFORMATION ONLY:**

1. Agreement with VL Jack, INC., to provide programs for three student assemblies at Edgewood School, from December 9, 2022 to June 30, 2023, in an amount not to exceed \$3,432.00.  
Funding Source: Magnet Carryover Program Acct. #2517-6260-56694-0012
2. Agreement with TetherEd, to provide a virtual School Explorer and Simulator tool that allows families to explore school programs, from November 15, 2022 to June 30, 2023, in an amount not to exceed \$15,000.00. Funding Source: Magnet 17-22 Carryover Program Acct. #2517-6258-56694-0000  
**Discussion:** Ms. Bonanno answered committee member questions about how the tool works and type of information provided for families.

**III. ABSTRACTS:**

1. Manufacturing Pathway Grant in the amount of \$2,000,000.00 for September 22, 2022 through December 31, 2023 was presented by Ms. Bonanno. Funding Source: U.S. Department of Education

**IV. AGREEMENTS:** Ms. DeMaio requested that item #8 with GoGuardian be moved to the Purchase Order category.

1. Agreement with Area Cooperative Education Services, (ACES), to provide a Behavioral Technician and Board Certified Behavioral Analyst to support staff and students with behavior management within the Head Start Program, from November 1, 2022 to June 20, 2023, in an amount not to exceed \$93,526.00 was presented by Ms. Derwin who answered questions about the service.  
Funding Source:                   Head Start Basic Carryover Program                   Acct. #2532-6362-56694-0048
2. Agreement with Cheshire Fitness Zone to provide speech-language remediation, evaluation and consultation services, from October 31, 2022 to June 30, 2023, in an amount not to exceed \$80,640.00 was presented by Ms. Jackson who answered questions about the selection process in light of professional shortages for speech-language pathologist.  
Funding Source:                   ARP ESSER IDEA                   Acct. #2554-6404-56903-0000
3. Agreement with Lifeline Cares, LLC, to provide 1:1 nursing care to a student with complex medical needs during transportation to and from home and school, from November 15, 2022 to June 30, 2023, in an amount not to exceed \$57,540.00 was presented by Ms. Jackson.  
Funding Source:                   ESSER II ARP IDEA Program                   Acct. #2504-6404-56903-0490
4. Agreement with Coppola Photography to provide commercial videography and photographs for the 2023 Choice & Enrollment catalog, from November 15, 2022 to June 30, 2023, in an amount not to exceed \$24,150.00.  
Funding Source:                   Magnet 17-22 Carryover Program                   Acct. #2517-6258-56694-0000  
**Discussion:** Committee members discussed the procurement policy in terms of allowing quotes for Professional Service Agreements under \$25,000.00. Interpretation of the policy was discussed.
5. **TABLED** Agreement with CV Media, Inc., to provide Cable, Outdoor Posters, Radio and Digital Campaigns to generate awareness of New Haven's 25 magnet schools and programs, from November 15, 2022 to June 30, 2023, in an amount not to exceed \$70,000.00 was presented by Mr. Middleton and Ms. Bonanno.  
Funding Source:                   Magnet 17-22 Carryover Program                   Acct. #2517-6258-56694-0000  
**Discussion:** Committee members recommended tabling the item. Although Mr. Middleton was able to secure communication from competitors, there wasn't time to provide additional quotes.
6. **TABLED** Agreement with Public Good, LLC, to develop, design and provide production assistance and delivery of all creative content for the 2023 NHPS Choice campaign, from November 15, 2022 to June 30, 2023, in an amount not to exceed \$25,000.00 was presented by Mr. Middleton and Ms. Bonanno.  
Funding Source:                   Magnet 17-22 Carryover Program                   Acct. #2517-6258-56694-0000  
**Discussion:** Committee members recommended tabling the item in order to allow time for securing full quotes from competitors. A discussion ensued about the procurement policy and interpretation of it for Professional Service Agreements. Per the policy, services under \$100,000.00 do not require RFP, but do require three quotes. **Special Meeting:** Mr. Wilcox suggested that if Mr. Middleton could secure full quotes, he was willing to call a Special Meeting of the Committee prior to the Board of Education Meeting on Monday, November 28, 2022. Dr. Yarborough and Ms. Rivera agreed to meet at 4:30 p.m. Mr. Middleton will work with staff to provide documents needed for the Special Meeting, which must be posted with the City Clerk by Wednesday, November 23, 2022 and on the NHPS website by Friday, November 25, 2022. Ms.

7. Memorandum of Understanding by and between the New Haven Board of Education and Elm City Montessori School, Inc., for the operation of Elm City Montessori School, from July 1, 2022 to June 30, 2023 in the amount of \$1,522,757.00 was presented by Dr. Whyte.

Funding Source: 2022-2023 Operating Budget Acct. #190-40000-56694

**Discussion:** Attorney Alexiades noted that the dates of service should change from November 15, 2022 to July 1, 2022. He also noted a typo on page 10 which indicates a footnote but has no resource document or data; Dr. Whyte will delete the reference.

#### V. CONTRACTS:

1. Award of Contract # 21692-3-5 to Concrete Creations for On Call equipment rentals, from November 11, 2022 to June 30, 2023, in an amount not to exceed \$25,000.00 was presented by Ms. Rebecca Hunt who answered questions about the service.

Funding Source: 2022-2023 Capital Projects Acct. # 3C22-2261-58101

#### VI. PURCHASE ORDERS:

1. Purchase Order for New England Yankee Construction, LLC for abatement demo at 21 Wooster Pl from November 15, 2022 to June 30, 2023, in an amount not to exceed \$63,876.00 was presented by Mr. Fanelli.

Funding Source: 2022-2023 Capital Projects Acct. # 3C20-2084-58101

2. Purchase Order for Advanced Office System, computer equipment, from November 1, 2023 to June 30, 2023, in an amount not to exceed \$83,136.00 was presented by Ms. Herrera.

Funding Source: 2022-2023 Capital Projects Acct. # 3C22-2263-58704

3. Agreement with Liminex Inc. dba GoGuardian for year two of three year agreement for virtual classroom monitoring system, from July 1, 2022 to June 30, 2023, in an amount not to exceed \$70,620.00 was presented by Ms. Herrera who answered questions about how the service works in the classroom.

Funding Source: ESSER II Program Acct. # 25526363-54409

#### II. DISCUSSION:

- **October 2022 Financial Report:** Ms. Hannans reviewed the monthly financial expenditure report for the General Funds and the revenue forecast report for Special Funds. **No motion was made and no vote was taken.**
- **Agreement Memo, Agreement Template and submission deadline schedule:** Mr. Wilcox recommended that the forms, which were posted, be reviewed to ensure that the committee is receiving the information needed for decision making. A discussion ensued. Ms. DeMaio noted that the memo is dense and could be formatted for ease of use. Mr. Wilcox requested draft memo and Agreement forms for the December 5, 2022 meeting. He noted that once the forms are approved, the expectation will that former versions of the form will no longer be accepted. **No motion was made and no vote was taken.**
- **Defining the Gap Update:** Mr. Wilcox reported that staff continues to develop the project and updates will be available in future meetings. **No motion was made and no vote was taken.**
- **Series 3000 Policies:** Mr. Wilcox reported that staff is in the process of determining which policies need updating. **No motion was made and no vote was taken.**

**Adjournment:** A motion by Dr. Yarborough, seconded by Ms. Rivera to adjourn the meeting at 6:22 p.m., passed unanimously by Roll Call Vote: Dr. Yarborough, Yes; Ms. Rivera, Yes; Mr. Wilcox, Yes.

Respectfully submitted,  
Patricia A. DeMaio



**Professional Learning Opportunities  
Presented by the Academic Team**

**Keisha Redd-Hannans, Edith Johnson, Lynn Brantley, Monica Joyner, Robert McCain, Sandra Clark, Jessica Haxhi, Ellen Maust, Pedro Mendia, Erin Nutter, Eric Barbarito, and Pam Augustine-Jefferson  
Teaching and Learning Committee Meeting  
November 17, 2022**

# STRATEGIC PLAN : SY 2020-2024



NEW HAVEN PUBLIC SCHOOLS

## Core Values

We believe...

**1 Equitable opportunities** create the foundation necessary for every child to succeed

**3 High expectations** and standards are necessary to prepare students for college and career

**2 A culture of continuous improvement** will ensure that all staff are learners and reflective practitioners

**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

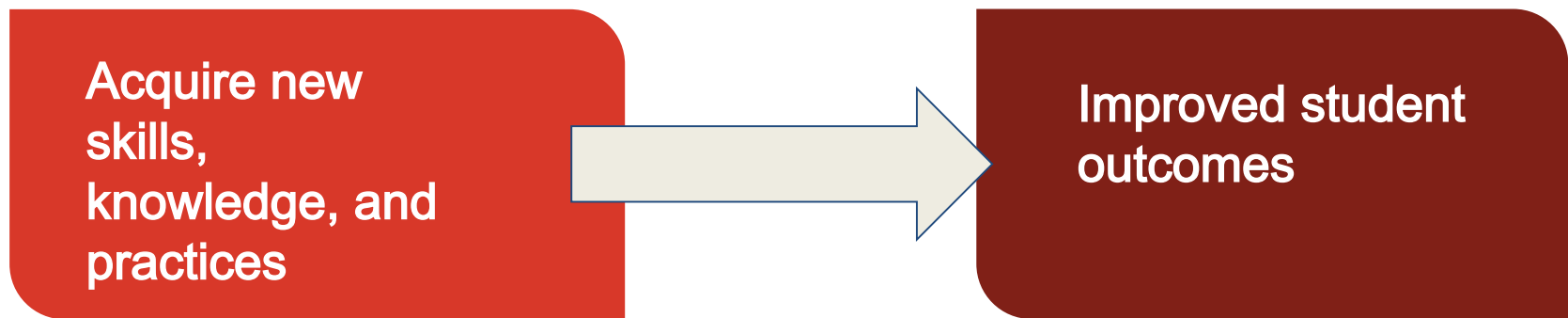
- 1 Academic Learning**
- 3 Youth & Family Engagement**
- 5 Operational Efficiencies**

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

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## *Continuous Improvement*



# Districtwide Professional Learning Opportunities



NEW HAVEN PUBLIC SCHOOLS

- 2 Day New Teacher Orientation
- 5 District Curriculum, Instruction, and Assessment Days that focus on professional development by content area
- Teacher Learning Academies
- Anti-Racist Institute
- Leadership Academy for new and aspiring administrators
- Monthly school based professional development that focuses on goals from school improvement plans
- Monthly administrator meetings for principals and assistant principals
- Courageous Conversations Training for administrators
- Modern Classroom Project
- Cognitive Coaching Seminar Proposal: multi-year plan to train all administrators and district coaches
- Seedling Project
- NearPod Training
- Parentlink training for school administrators and office staff

# Literacy Professional Learning (CIAs)



NEW HAVEN PUBLIC SCHOOLS

Date	Area of Focus	Audience
Aug. 24, 2022	NHPS Literacy Framework in the Units of Study	6-8 Teachers
Aug. 24, 2022	Assessments in the High School Classroom	9-12 Teachers
Aug. 24, 2022	EOY Data Analysis and Goal Setting to Implement the Read 180 Instructional Model to Support Student Growth	Read 180 Teachers
Aug. 24, 2022	How the Library Supports Reading Instruction and the Joy of Reading Across Schools	LMS
Sept. 13, 2022	Oral Language and Phonemic Awareness Instruction	K-6 Teachers
Sept. 13, 2022	Implementing Workshop Model with the Units of Study	7-8 Teachers
Sept. 13, 2022	Calibrating Student Work	9-12 Teachers
Sept. 13, 2022	Growth Mindset, Student Conferences/Goal Setting and Making the Most of Independent Reading	Read 180 Teachers
Sept. 13, 2022	New Library Standards, Curating Ebook List, Reviewing District Questionable Materials Policy	LMS
Nov. 7, 2022	Strengthening Teacher Phonics Instruction Knowledge	K-6 Teachers
Nov. 7, 2022	Book Clubs in a Workshop Model	7-8 Teachers
Nov. 21, 2022	Calibrating Student Work and Planning for Writing Instruction	9-12 Teachers
Nov. 7 & Nov. 21, 2022	Monitoring Student Progress Reports and Navigating the Additional Resources in Teacher Central to Plan for Small Group Instruction in the Read 180 Model	Read 180 Teachers
Nov. 7 & Nov. 21, 2022	MackinVIA and Ebooks and Data	LMS

# Literacy Professional Learning (CIAs)



NEW HAVEN PUBLIC SCHOOLS

Date	Area of Focus	Audience
Jan. 9, 2023	Calibrating Student Work and Planning for Writing Instruction	6-8 Teachers
Jan. 23, 2023	Professional Learning Book Clubs (topics TBD by staff survey)	9-12 Teachers
Jan. 9 & Jan. 23, 2023	Student Conferences and other Best Practices in the Read 180 Instructional Model	Read 180 Teachers
Jan. 9 & Jan. 23, 2023	Informational Literacy with Matt Wilcox and Holly Nardini	LMS
March 6, 2023	Vocabulary Instruction	K-6 Teachers
March 6, 2023	Professional Learning Book Clubs (topics TBD by staff survey)	7-8 Teachers
March 13, 2023	Professional Learning Book Clubs (topics TBD by staff survey)	9-12 Teachers
March 6 & March 13, 2023	Progress Monitoring using the Data Dashboard in Teacher Central	Read 180 Teachers
March 6 & March 13, 2023	Continued Discussion: How the Library Supports Reading Instruction	LMS
May 8, 2023	Professional Learning Book Clubs (topics TBD by staff survey)	6-8 Teachers
May 22, 2023	Professional Learning Book Clubs (topics TBD by staff survey)	9-12 Teachers
May 8 & May 22, 2023	Monitoring Student Year-End Growth	Read 180 Teachers
May 8 & May 22, 2023	Continued Discussion:How the Library Supports Reading Instruction	LMS

## Learning Academies

Date	Area of Focus	Audience
December 2022	The Science of Reading: Data-Driven Text Selection and Grouping	K-5 Teachers and Literacy Coaches
December 2022	The Science of Reading: Phonics Instruction That Leads to Orthographic Mapping	K-5 Teachers and Literacy Coaches
December 2022	The Science of Reading: Instructing for Text Comprehension	K-5 Teachers and Literacy Coaches
December 2022	Foundations Instruction	K-3 Teachers and Literacy Coaches
December 2022	Utilizing the Databases Across the Curriculum	K-12 Teachers

\*Pilot Schools will receive additional training directly from the companies of selected curricula we pilot

## Other Opportunities

Date	Area of Focus	Audience
Ongoing	Monthly Coaching Meetings for Literacy Best Practices (topics include: Translanguaging, Scholastic Book Room Resources, etc)	Literacy Coaches
Oct. 28, 2022	Implementing FUNdations	Literacy Coaches
Sept. 27, 28, 29	Wilson Introductory	optional for Literacy Coaches
*Cohort 1: 10/26, 12/7, 1/11, 2/8 *Cohort 2: 10/27, 12/13, 1/17, 2/9	Structured Literacy	optional for Literacy Coaches
Ongoing	Monitoring Student Progress, Navigating Additional Resources and Reports in Teacher Central, etc to Implement the Read 180 Instructional Model with Fidelity	Read 180 Teachers (emphasis on new teachers)
Ongoing	Supporting CIA topics through job embedded coaching	K-8 Teachers

# Math Professional Learning



NEW HAVEN PUBLIC SCHOOLS

**CIAs** *\*Historically K-8 CIAs have been literacy based. Lynn and I have agreed to alternate these for K-5 so we can each have time with our teachers.*

Date	Area of Focus	Audience
11.7.22	Middle school curriculum resources	*6-8 math teachers (K-5 w/literacy)
11.21.22	HS curriculum resources/Q& A with new supervisor	HS math teachers
1.9.23	Implementing Small Groups in Math	*K-8
1.23.23	enVision PD, model lesson (in person with trainers from enVision) (tentative)	HS math teachers
3.6.23	Middle School curriculum resources	*6-8 math teachers (K-5 w/literacy)
3.13.23	Common Unit Assessments (tentative)	HS math teachers
5.8.23	Looking at wrapping up the year and hitting all priority standards	*K-8
5.22.23	HS curriculum and assessment revision (tentative)	HS math teachers

## Learning Academies

Date	Area of Focus	Audience
Tuesdays 11/29/22, 12/6/22, 12/13/22, 12/20/22, 1/3/23, 1/10/23	<b>-iReady Basics</b> (Understanding the language preferences, Assign/monitor lessons & My Path, Where to find data, What the flags mean, How to use data to drive instruction)	K-6 teachers using iReady
Wednesdays 11/30/22, 12/7/22, 12/14/22, 12/21/22	<b>Math Workshop: Planning for small group instruction</b> How to implement a true math workshop in your classroom/How to use your data and find resources to plan purposeful small group lessons	K-8 teachers
Thursdays 12/1/22, 12/8/22, 12/15/22, 1/12/23, 1/19/23, 1/26/23	<b>New Teacher Support Group</b>	New teachers K-12
Tuesdays 11/29/22, 12/6/22, 12/13/22, 12/20/22, 1/3/23, 1/10/23, 1/17/23, 1/24/23	<b>Building Thinking Classrooms in Mathematics:</b> This learning academy will introduce teachers to several of the practices from Peter Liljedahl's innovative book, Building Thinking Classrooms in Mathematics, published in 2020.	6-12 teachers
Wednesdays 11/30/22, 12/7/22, 12/14/22, 12/21/22	<b>(Re)Design Mathematics to Incorporate Language:</b> Use research-based thinking and language routines to create tasks and active activities to support the district curriculum.	7-12 teachers



## Other Opportunities

Date	Area of Focus	Audience
Monthly	Coaching Strategies, Struggles and Successes	New Coaches
Monthly	New Teacher PLC: planning, instructional strategies, “worthwhile” math tasks	New MS/HS Math Teachers
ongoing	iReady, Envisions, IXL web-based PD	Coaches, teachers
12/1/22	Leading inclusive and Productive Math Communities	Coaches
2/23/23	Understanding diagnostic growth	New Coaches (All coaches welcome)

# Science Professional Learning (CIAs)



NEW HAVEN PUBLIC SCHOOLS

Date	Area of Focus	Audience
August 24	K Science Training - Module 1	Smithsonian Program
August 24	Gr 1 Science Training - Module 1	Smithsonian Program
August 24	Gr 2 Science Training - Module 1	Smithsonian Program
August 24	Gr 3 Science Training - Module 1	Smithsonian Program
August 24	Gr 4 Science Training - Module 1	Smithsonian Program
August 24	Gr 5 Science Training - Module 1	Smithsonian Program

# Science Professional Learning (CIAs)



NEW HAVEN PUBLIC SCHOOLS

Date	Area of Focus	Audience
August 24	High School NGSS Training - SEP's and Phenomena	Grade 9 -12
Sept 13	High School Vision/DRG/NGSS Scores Review	Grade 9-12
Sept 13	NGSS Training on SEP's and Phenomena	Grade 6-8
Sept 13	K - 5 Smithsonian Training - Online resources and assessment	14 Schools in PM
October 19	Smithsonian Training - Science and Engineering Practices (SEP) in Classrooms	K- 5 Teachers - 15 schools

# Science Professional Learning (CIAs)



NEW HAVEN PUBLIC SCHOOLS

Date	Area of Focus	Audience
Nov 1	Smithsonian coach - one-on-one coaching with teacher in Classroom	6 schools
Nov 2	Smithsonian coach - one-on-one coaching with teacher in Classroom	4 schools
Nov 3	Smithsonian coach - one-on-one coaching with teacher in Classroom	5 schools
Nov 15	Smithsonian coach - one-on-one coaching with teacher in Classroom	3 schools
Nov 17	Smithsonian coach - one-on-one coaching with teacher in Classroom	6 schools

# Science Professional Learning (CIAs)



NEW HAVEN PUBLIC SCHOOLS

Date	Area of Focus	Audience
November 7	12 Study Teams were formed by teachers for the year	Grades 6-8 CIA include technology and engineering teachers
November 21	Study Teams - can join MS teams or develop their own	Grades 9-12 *CIA include technology and engineering teachers
<p>Study Team #1 – “Improving Science Knowledge through Hands-On Experiments”</p> <p>Study Team # 2 – “Developing a Field Trip Guide for Middle Schools”</p>	<p>Study Team # 3 – “Engineering Practices and Projects for Middle School</p> <p>Study Team #4 – “Invention Convention Working Group”</p>	<p>Study Team #5 – “Gizmo Simulations Guide”</p> <p>Study Team #6 – “Guide to Real-Life Phenomena for Middle School”</p>
<p>Study Team #7 – “Science Showcase for Middle Schools”</p> <p>Study Team #8 – “Dissection in Middle School”</p>	<p>Study Team #9 – “Boating/Outdoor Learning Guide”</p> <p>Study Team #10 – “Differentiation of Smithsonian Materials – Grade 5”</p>	<p>Study Team #11 – “Moon Activities in Middle School”</p> <p>Study Team #12 – “CT Geology in Middle School”</p>

## Learning Academies

Date	Area of Focus	Audience
November (6 dates)	Module #2 Training	K-5 - (74 teachers)
Monthly	Smithsonian Office Hours (virtual)	K-5 Teachers
Bi-monthly	Science Coach Workshops	K-8 Teachers
Bi-monthly	Technology Workshops	K-8 Teachers

# Social Studies Professional Learning (CIAs)



NEW HAVEN PUBLIC SCHOOLS

Date	Area of Focus	Audience
August 24, 2022	Setting the Stage: The what & how to access available resources & supports in district social studies	5-12 Teachers
August 24, 2022	Unpacking Standards Protocols for units of Study	5-12 Teachers
September 13, 2022	Cultural relevance & integration of discipline specific content into lessons	5-12 Teachers
November 7, 2022	Explore tools, resources & practices ie.small group instruction, that promote an effective learning environment	6-8 Teachers
November 7, 2022	Shared understanding of department goals for literacy explored	5-8 Teachers
November 7, 2022	Implementing Project Citizen	Grade 5/8
November 21, 2022	“Reading Like an Historian”, student discourse & its implications	Grades 9-12
November 21, 2022	Building a framework for managing student projects & formative assessments	Grades 9-12
January 9, 2022 January 23, 2022	Collective analysis of formative assessment data, discussion, and next steps for student learning	Grades 7-8 Grades 9-12
March 6, 2023	C3 Framework: Cultivating content knowledge & student skills needed to effectively evaluate primary sources in middle school classrooms	Grades 5-8
March 13, 2023 May 8, 2023	Focused feedback: District formative assessments and scoring rubric design	Grades 9-12 Grades 5-8
May 22, 2023	Evaluating student portfolios	Grades 9-12

## Learning Academies

Date	Area of Focus	Audience
November 3, 10, December 1, and December 8	Using the new curriculum for Black, Latino, Puerto Rican studies (SERC) to guide the integration of standards for diversity in lessons explored	Subject area & middle school teachers
October 26, November 2, November 9, November 30, and December 7	Session I -Collaborative support and planning session with social studies teachers around the district. Best practices, current research and resources for teaching inquiry	New teachers to the district
Spring 2023	Facilitating Civic & Global Engagement Project	All Teachers
Spring 2023	Session II -Collaborative support and planning session with social studies teachers around the district. Best practices, current research and resources for teaching inquiry	New teachers to the district



## Other Opportunities

Date	Area of Focus	Audience
September 22-23 December 6-7 Feb. 7-8, 2023 Mar 28-29, 2023 June 2, 2023	African American/Black and Puerto Rican/Latino Course of Studies Training 2022-2023 following a week long introduction July 18-22, 2022	Staff currently implementing course or related courses
September 2022+	Collaboration with SCSU department chairs on dual enrollment courses offered in 2022-2023	High School History Teachers
Sept-May, 2022	CWHF In-class modeling of inquiry based lessons - Monthly	Grade 4 Teaches
December 16, 2022	Guided Inquiry in social Studies	SS Teachers
December 8&15 2022	Collaboration with Yale Beineke Library on In-depth opportunities to explore resources & partner on classroom projects	SS Teachers
January 12, 2023	Educator Workshop: History Day Competition	Participating History Teachers
January 25, 2023	Collaboration & partner with SCSU Professor/Holocaust Education	World History Teachers
January - uly, 2023	Yale New Haven Teachers Institute	Select teachers
January - February, 2023	Discovering Amistad Educator Workshop	Teachers signed up for program

## CIAs

Date	Area of Focus	Audience
Aug. 24, 2022	Building Relationships with with and among Students, and with Families & Colleagues. Message: <b>Together, we are the SAFETY NET for our students and we can lift them up!</b>	All K-12 World Language Teachers, grouped in language groups, then level groups, then in small collaborative triads.
Sept. 13, 2022	Building Relationships with and among students using small group instruction in WL classes.	All K-12 World Language Teachers, grouped in collaborative triads.
Nov. 7, 2022	Building Relationships with Parents via appropriate Communications  Building Relationships and Interpersonal Speaking Skills via memorized mini-dialogues and performances.	K-8 World Language Teachers
Nov. 21, 2022	(Same as November 7th), plus  Preparing students for the Seal of Biliteracy	High School World Language Teachers

## Learning Academies

Date	Area of Focus	Audience
November/December 2022	5 to Thrive! Five Keys to Successful World Language Instruction	New(er) World Language Teachers
January/February 2023	<b>Building Proficiency in Upper Level High School Classes, taught by Doctoral Candidate, Isabel Tapia, Edgewood Spanish teacher</b>	Teachers of Level III, IV, and heritage speaker world language classes
March/April 2023	<b>Engage your students with M.A.G.I.C! Brain-based instructional strategies.</b>	Any world language teacher or any teacher who is interested.

## Other Opportunities

Date	Area of Focus	Audience
November 7, 2022 7:00 PM Zoom	PowerSchool and Grading Questions	Optional for teachers with PS or grading questions
October 20, 2022	CT Council of Language Teachers Conference	Some teachers were able to attend as presenters and/or with Title IVA funds
November 18-19, 2022	American Council of Foreign Language Teachers' Convention	Some teachers are able to attend due to stipends that were offered by the organization.

# Performing and Visual Arts Professional Learning



NEW HAVEN PUBLIC SCHOOLS

## CIA's

Date	Area of Focus	Audience
November 7	<p>“The Art of Reading” Focus on The NHPS Reading Plan and natural connections to the Arts instruction</p>	All full time prek-8 Art, Music and Drama teachers
November 21	<p>Community Collaborations for students</p> <ul style="list-style-type: none"> <li>- Visual Art -Yale: Arts and Humanities Program</li> <li>- Theater - Long Wharf: The Next Generation Monogoue Competition</li> <li>- Music - Yale: Music in Schools Mentor program and Glee Club Choral Festival</li> </ul>	All High School Arts teachers - theater/music Visual Art
January	<p>“The Arts + Math = Success” Focus on the NHPS Math Plan and Math Practice Standards in the Arts</p>	All Full time preK-8 Art, Music and Drama
January	<p>Work on end of year presentations</p> <ul style="list-style-type: none"> <li>- art exhibits, both school and district</li> <li>- theater productions/ monologue comps</li> <li>-meet the band directors event</li> <li>- choral festival</li> </ul>	All High school Arts teachers

## Learning Academies

Date	Area of Focus	Audience
January/ February 6 sessions	<b>Choir Collaboration</b> NHPS vocal teachers will collaborate to reestablish school choruses, explore repertoire and connect students, teachers and community across the district through robust choir experiences. Jonathan Berryman, Facilitator	General and Choral Music teachers grades 5-8
December 3rd and 10th 10:00- 2:30	<b>Ubuntu</b> , a Zulu concept which translates to “a person is a person through other people” or “I am because we are.” Through an innovative crafts-based method of inquiry, educators will develop culturally relevant lessons and cross-disciplinary approaches to engaging with exhibitions and works in the YCBA museum’s collection. Led by Nigerian artist-educator Ugo Onyewuchi.	Visual Art and All
Jan. 10-17-24, 4:30-7:30pm.	<b>Black Contemporary Art</b> artistic methods and themes from historical works of the past and compare them to current historical themes, methods, and techniques. Topics to include will be SEL, comparing literature film and art, the language within functionality, and traditions. Led by Rebecca Williams	Middle and High school Art teachers
December 8, 15, January 5, 12, 19, 26 3:45-5:45	<b>Novice Teacher Networking</b> - professional discourse addressing connecting with students, engaging all learners, classroom management, Arts units, unique NHPS opportunities, and an topic they feel relevant to their teaching. Facilitated by various Arts educators	Arts teachers new to NHPS since 2020.



## Other Opportunities

Date	Area of Focus	Audience
January	Spring Sing team	Elementary Music Teachers
February	Modern Band 101 training given by Little Kids Rock	Music Teachers
February	Young People's Concert teacher training offered by NH Symphony Orchestra	Music teachers of 4th grade students
March	District Art Exhibit team	High school Art teachers prek-8 Art teachers
March	Yale Dwight Hall: Feed your Belly, Feed Your Mind presentation by Sebastian Ruth, Founder and Artistic Director of <i>Community MusicWorks</i> in Providence and visiting Yale professor	All Arts Educators

# Multilingual Learners Professional Learning



NEW HAVEN PUBLIC SCHOOLS

## CIA's

Date	Area of Focus	Audience
August 24, 2022	Differentiated Instruction for ML students	ESL Teachers (K-12)
September 13, 2022	Oral language and Phonemic Awareness	Biliteracy Teachers (K-3)
September 13, 2022	Understanding Differentiated Instruction with a focus on effective Small Group Instruction	ESL Teachers (K-12)
Nov. 7, 2022	Phonemic Awareness Differentiated Instruction	Biliteracy Teachers (K-4) Biliteracy Teachers (5-8)
Nov. 7, 2022	Reflection about Attendance data for MLs Components of Effective Small Group Instruction and MLs	ESL Teachers (K-8)
Nov. 21, 2022	Reflection about Attendance data for MLs Components of Effective Small Group Instruction and MLs	ESL Teachers (9-12)
January 2023	Reading with a focus on Phonics  Implementing Strategies during small group Instruction	Biliteracy Teachers (K-4)  ESOL Teachers (K-12)



## Learning Academies

Date	Area of Focus	Audience
Nov. to Dec.	The sessions will cover the biliteracy non-negotiables and the elements for a successful biliteracy classroom	Biliteracy Teachers (K-5)
Feb. to Mar.	The sessions will cover research based tools to guide teachers on how to implement culturally responsive teaching and MLs	All Teachers (K-12)
April to May	Instructional Strategies to Enhance Student Collaboration with MLs	6-12 Teachers

## Other Opportunities

Date	Area of Focus	Audience
Monthly	Strategies for lesson planning development for MLS Effective Implementation of Interventions	Tutors
Nov- May	Translanguaging and Sheltered Content Strategies	Sheltered Content Teachers (5-12) Coaches
Jan.- May	Multilingual Learner Planning for Differentiation	ESOL Teachers
Jan- May	The Science of Bilingual Brain and Reading	ML Teachers, coaches Administrators
Jan.-May	Dual Language Consultancy	Coaches, ML Team
March	Empowering Educators and Communities through Humanizing Pedagogies	Biliteracy teachers attend conference, ML coaches, Biliteracy Administrators
Monthly	Session Informations for Parents (New Haven Promise, Raising Capable kids, Biliteracy Programmings)	ML Parents

# Special Education Professional Learning



NEW HAVEN PUBLIC SCHOOLS

## CIAs

Date	Area of Focus	Audience
9/13/2022	Data Collection, Grade Level Band Collaboration, Classroom Resources	Student Services Dept
11/7/2022	CTSEDS	K-8 Special Education Teachers, PPT Chairs
11/7/2022	Bucket Filling and Self Awareness	Speech and Language Pathologists, Social Work, School Psychology
11/21/2022	CTSEDS	High School Special Education Teachers
January CIA	CTSEDS	Goal development and progress monitoring
Link to department PD Calendar	<a href="https://docs.google.com/spreadsheets/d/1GrijooNHu1xCF0-8hElugJ4F3qPgLsKWA2L7GPzBQys/edit?usp=sharing">https://docs.google.com/spreadsheets/d/1GrijooNHu1xCF0-8hElugJ4F3qPgLsKWA2L7GPzBQys/edit?usp=sharing</a>	

## Learning Academies

Date	Area of Focus	Audience
Start 1/2023-ongoing monthly	SEL symposium committee-group to plan and create symposium for October 2023	ALL NHPS
12/1-ongoing monthly	Small group –video modules focused on addressing the needs of students with disabilities to disseminate across district	ALL

## Other Opportunities

Date	Area of Focus	Audience
Ongoing	CTSEDS/Updates	Student Services Department
Ongoing	Structured Literacy	Special Education Teachers
Ongoing	Wilson Training	Special Education Teachers
Ongoing	SEL Symposium	Student Services Department
Ongoing	New Teacher Support	Newly hired Special Education Teachers
Ongoing	Supporting Students with Disabilities	Paraprofessionals



## CIA's

Date	Area of Focus	Audience
Nov. 7, 2022 K-8 Nov. 21, 2022 High School	Working on our department improvement plan	All NHPS PE and Health Staff
Jan. 9, 2023 K-8 Jan 23, 2023 High School	Looking at Fall and winter fitness testing results and developing plans for improvement	All NHPS PE and Health Staff
March 6, 2023 K-8 March 13, 2023 KE	Social and emotional needs and instructional strategies in the PE and Health setting	All NHPS PE and Health Staff
May 8, 2023 K-8 May 22, 2023 High School	Review final fitness results and develop strategies for continuous improvement into the 2023-2024 school year.	All NHPS PE and Health staff

## Learning Academies

<p>Dec. 1, 2022 to Jan. 24, 2023</p>	<ul style="list-style-type: none"><li>-To help new teachers with classroom management in PE</li><li>-Team building with in classes</li><li>- New cooperative activities that enhance Community building</li></ul>	<p>NHPS PE Teachers with less than 3 years experience</p>
<p>Feb. 7, 2023 to March 6, 2023</p>	<ul style="list-style-type: none"><li>-Nutrition</li><li>-How to read food labels</li><li>How to prepare healthy meals</li><li>-How to research health topics on-line</li></ul>	<p>All NHPS Health and PE staff</p>



## Other Opportunities

Date	Focus	Audience
Nov. 16-17, 2023 CTAHPERD Conference	-Networking with other PE teachers across the state -workshops on various different activities to enhance teaching	All NHPS PE and Health Staff
January 18,2023 -CAAHPE	Moving away from Team sports in PE to involve more personal physical fitness classes to enhance the health and participation of all students	All NHPS PE and health staff
March 15, 2023 -CAAHPE	Mindfulness and intentional facilitation that helps learners gain control of their own behavior and collaborate with others (inclusion, lifelong learning)	All NHPS PE and Health staff



## CIAs

Date	Area of Focus	Audience
November 7, 2022	Creative Curriculum/Teaching Strategies Gold Online Access and Common Preschool Report Card	PreK Teachers
January 9, 2023	Play-based Learning Walk-through Document	PreK Teachers
March 6, 2023	Play-based Learning and The Seven Components of Early Literacy	PreK Teachers
May 8, 2023	Play-based Learning and The Seven Components of Early Literacy	PreK Teachers

## Learning Academies

Date	Area of Focus	Audience
December 2022- January 2023	Introduction to Play-based Learning	K-3 Teachers
March 2023	Play-based Learning - A Deeper Dive	K-3 Teachers
March 2023	Introduction to Play-based Learning	K-3 Teachers

## Other Opportunities

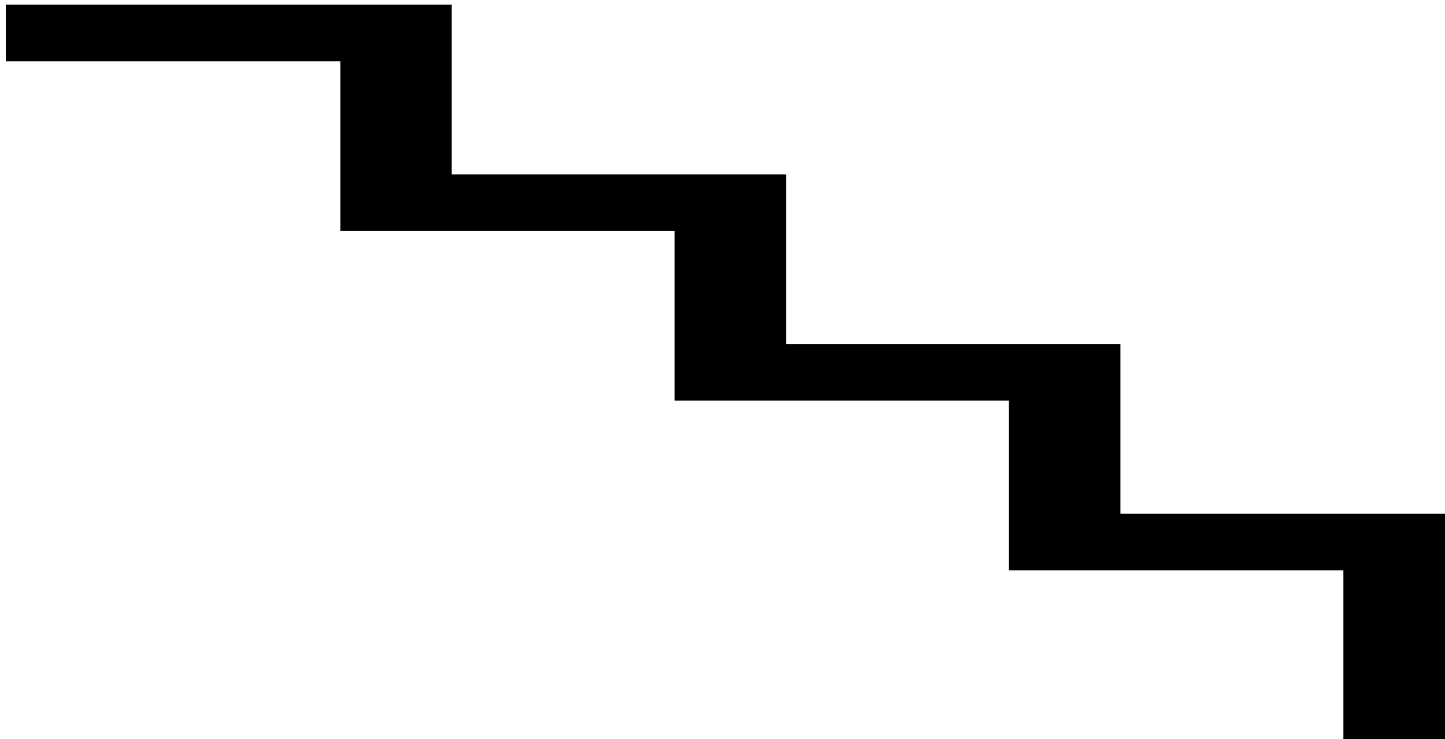
Date	Area of Focus	Audience
August 24, 2022	The Seven Components of Early Literacy	PreK Teachers
August 29, 2022	How to Incorporate the Outdoors in Learning - Common Ground	Head Start Staff
August 30- September 1, 2022	Various Trainings Including Orientation, DCF, OSHA, CPR, Pyramid Model, Trauma/Wellness and Assessment	Head Start/School Readiness Staff
September 1, 2022	Creative Curriculum - Common Curricular Resource	PreK Teachers/Assistant Teachers
September 13, 2022	Teaching Strategies Gold - Common Assessment Tool Aligned to Creative Curriculum	PreK Teachers/Assistant Teachers

## Other Opportunities

Date	Area of Focus	Audience
October 19, 2022	Special Education Referral Process	PreK Teachers
October 19, 2022	Positive Child Guidance Diapering	PreK Teacher Assistants
Winter/Spring 2023	Play-based Learning	School-based Elementary Administrators and Coaches
Ongoing	Targeted Coaching and Support Via Early Childhood Instructional Coaches	PreK Teachers/Teacher Assistants
Ongoing	NAEYC Support - Monique Gibbs	PreK Teachers & Administrators
Ongoing	Creative Curriculum and Teaching Strategies Gold	PreK Teachers/Teacher Assistants



# *Learning is a lifelong process*





The background image shows three young girls in a classroom. The girl on the left is holding a pink paper with handwritten text. The girl in the middle is holding a white recycling bin. The girl on the right is smiling. The classroom has desks, chairs, and posters on the wall.

## ***K-3 Reading Pilot 2022-2023***

***Board of Education Meeting  
November 28, 2022***

***Dr. Iline Tracey, Superintendent***

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

***Lynn Brantley, Supervisor of Literacy***

# STRATEGIC PLAN : SY 2020-2024



NEW HAVEN PUBLIC SCHOOLS

## 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

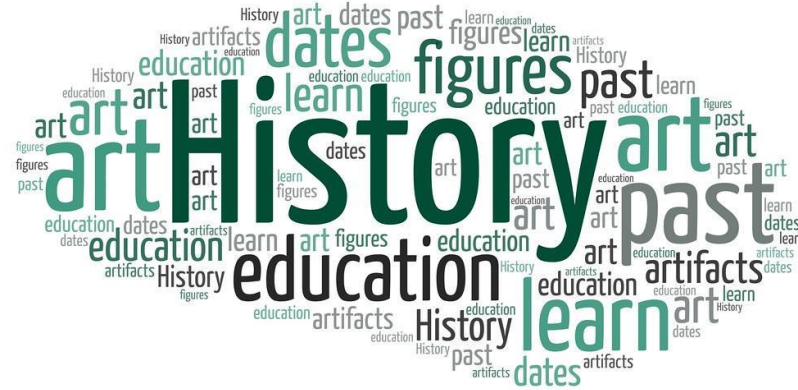
- 1 Academic Learning**
- 3 Youth & Family Engagement**
- 5 Operational Efficiencies**

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

# History of the NHPS Literacy Curriculum



NEW HAVEN PUBLIC SCHOOLS



[History of Literacy](#)



# Why we are here today?

- **Growing Readers which in turn raises scores**
- **Ensure that NHPS Literacy Curriculum embodies the guidelines found in the Appropriation Bill that requires a comprehensive program which includes the 7 Components of Reading**
- **Commitment to training all stakeholders**
- **Need to align K-3 resources**

## Qualities:

- **Similar time allotment- 90 minutes daily**
- **Resources in both English and Spanish**
- **Strategies provided to support all readers**

## Preliminary examination of programs from (website from SDE)

- **American Reading Company (ARC Core)**
- **Amplify CKLA**
- **HMH Into Reading \***
- **McGraw Hill Wonders**
- **SAVVAS My View**

\*Added by CSDE after 10/17 Meeting with Vendors

- **Select schools/teachers for cross district diversity that have established educators and building leadership teams**
- **Plan an initial training of staff to take place in November**
- **Receive pilot materials that will be used in classrooms until the end of the school year**
- **Provide student work samples, participate in observations, share feedback through roundtable, etc. (Pilot will continue in classrooms through the end of the school year allowing for additional input to continue through Spring 2023.)**

# Timeline from Literacy Department

Oct.- Nov. 2022	Examine programs by Literacy Department, Leadership Team, inclusive of ELA, MLL, SPED, and Assistant Superintendent of Curriculum and Instruction Principal Meetings for Pilot Schools Reading Expo
Nov. 2022	Match school and pilot program Initial Meeting with teachers/staff
Dec. 2022	Obtain complete sets of scope and sequence, research, alignment, assessments and full online access from chosen companies
Dec.-Jan. 2022-2023	Training provided after school PD for pilot teachers by vendors (recorded)
Jan-Jun. 2023	Engage in the Pilot, inclusive of walkthrough, feedback sessions, and collection of student work
Apr. 2023	By the End of Quarter 3 <b>Midpoint Check In</b> - Begin the vetting process for the programs that includes observations, student work, and roundtable feedback
Jun. 2023	<b>Decision rendered</b> on Pilot Chosen for the July 2023 Plan Submission to the CSDE

- **Matching pilot program to school**
- **Scheduling training of the pilot program by vendor**



## NEW HAVEN PUBLIC SCHOOLS

Teaching & Learning

Committee

October 26, 2022

Online

In attendance: Dr. Joyner (Chair of Committee), Dr Abie Benitez (Co-Chair of Committee), Mr. Matthew Wilcox (Board Member), Dr. Iline Tracey, Ms. Keisha Redd-Hannans, Dr. Michael Finley, Ms. Viviana Conner, Dr. Paul Whyte, Edith Johnson, Monica Joyner, Rosalyn Diaz-Ortiz, Pamela Augustine-Jefferson, Pedro Mendia Landa, Sandra Cates-Clark, Dina Natalino, Robert McCain, Peter Solomon, Jessica Haxhi

### **1. Welcome Statement, Committee Purpose, Protocols & New Committee Roles - Chair, Host, Timekeeper, and Minutes, Dr. Joyner**

Dr. Joyner called the meeting to order at 4:35 PM and welcomed everyone to the meeting. He noted that the educators in attendance are all veterans of this meeting and understand our protocols.

### **2. What are the focus areas of the Teaching and Learning Committee? Dr. Joyner will share the focus areas for the Teaching and Learning Committee for the 2022-2023 Academic Year? Dr. Joyner**

Dr. Joyner presented the slides included as “materials” [here](#). He explained that high-performing districts teach reading across the content areas and evaluate how they are doing by looking at student work. He showed a graphic about Reading in the Content Areas: (1) Decoding: reading the lines, (2) Inference: Reading between the lines, and (3) Evaluation or Critical Response to text: Reading beyond the lines.

In future meetings, he would like to continue to discuss reading across the content areas and the use of more “open book” tests. This would give students the opportunity to use their reading skills in all content areas. Volume is one of the “force multipliers” in reading. We would be teaching students how to select and read material, versus forcing them to memorize material.

He went on to present four areas of writing across the content areas (PEND): Writing to Persuade, Writing to Explain, Writing to Tell a Story, and Writing to Describe. We want students to have all of these skills and teach them for mastery. We need to be very explicit about what we want teachers to teach.

Dr. Joyner discussed the importance of independent reading by highlighting three points: high volume reading creates good readers, interest is the motivator for high volume reading, and interest, attention and memory are the critical factors in learning.

Dr. Joyner explained a District Vocabulary Initiative. This would include district instruction of a “basic skills wordlist” developed at UCLA. In addition, there would be direct instruction of content-specific vocabulary, frequent monitoring of assessment, and competition and games. He went on to discuss the importance of flexible grouping, ensuring that students are taught at their current level.

Dr. Joyner talked about the need to make sure students have books they are interested in to take home, as well as the vocabulary books to take home. Students would be asked to read two books of choice per month.

There must also be support standards for students, parents, educators, central office staff and administrators. This could be a document that we base on some already available and then make New Haven-specific.

### **3. How are reading and writing integrated across the content areas?** *The Curriculum Supervisors will discuss reading in their content area.*

Dr. Joyner asked for comments. Ms. Redd-Hannans invited the supervisors to share how vocabulary/reading is being assessed across the content areas. Ms. Clark shared some of the strategies they are using in Social Studies.

Dr. Joyner stressed the importance of academic vocabulary instruction across the content areas. He reiterated that we have to set quality-indicator standards that tell us what teachers are teaching in terms of skills. He is concerned that if he asked for assessments since the beginning of the school year, there would be uneven quality. He would like to see standards in place for writing/reading/vocabulary instruction.

Dr. Tracey noted that in science, the vocabulary is defined right there, for example. In social studies, each vocabulary term in social studies is a whole concept, which needs extensive tiered learning and instruction. In Language Arts as well, you need extensive learning about context. Dr. Tracey also explained that social studies and science content can be used to teach literacy, during literacy blocks. There needs to be integration of content areas so that students can make connections.

Dr. Joyner asked when we will be able to implement standards for the instruction in reading, writing, and vocabulary instruction. He and Dr. Benitez are working on a position paper to inform this work because policy should be informed by research and best practice. Dr. Joyner asked what we (supervisors) do when teachers are not instructing up to standards.

Ms. Redd-Hannans explained that students will be seen working on academic vocabulary as they break down word problems in math classes, for example. She went on to explain that the Academics Team is working on an "Instructional Evidence of Learning" that aligns with the TEVAL document. This will help teachers and administrators to have a common language to talk about what quality instruction looks like in each subject in each of the content areas.

Dr. Joyner noted that we need to show teachers concretely that we have an instrument that shows what high quality instruction looks like in 4th grade math, 6th grade social studies, etc. This includes high-quality instruction for multilingual learners and dialectical learners. We need to help everyone to understand that we are in a stage of initiation - creating the instruments and training modules to define and train quality instruction. Dr. Joyner would like to see indicators of high-quality instruction of reading in the content areas as a priority. He would like us to align TEVAL, PEVAL, and CEVAL so that expectations are clear for everyone and there is synergy across the areas.

Dr. Benitez explained that we need to help teachers to understand the quantitative and qualitative assessments. She would like us to go back and look at assessments as a "cycle of learning," helping teachers to see the gaps and then support students in the knowledge or skill that they have not yet grasped.

Dr. Benitez explained how important it is to support teachers by going in and supporting them do to this work, versus finding something they are doing wrong. She recalled that during COVID, we did not even know if students were participating in the class, if their camera was off. She recommended that we tell everyone that this is “new” and we are re-starting after COVID. She identified the bottom line as that people are not using assessment for planning, nor to understand the gaps that students have.

Dr. Joyner said that we must help the public to understand that we are in the organizing stages because we are rebuilding a system. This may take time. We will need to ensure that people understand that assessment drives instruction. We must let the student work across the district tell us how we are doing (and tell students how they are doing). Language unlocks every content area door.

Ms. Joyner agreed with Dr. Joyner that reading and mathematics need to be taught across the subject areas. We need to make it more visible and interdisciplinary from the top. We need to make more interdisciplinary units for teachers to use and the curriculum supervisors began discussions about that in their recent meeting. Ms. Joyner noted that word walls are being used in many places. NHPS is currently in the midst of new math, science, and literacy programs, so adding more initiatives as a “focus” may be overwhelming. It will be important to introduce these initiatives in a more subtle way. As we are crafting our unit assessments, ensure that the vocabulary on the assessments matches the vocabulary in the units. She noted that we can use specific reading, writing, and vocabulary questions in the assessments; then, we can help teachers to see how to incorporate those skills into instruction.

Dr. Tracey added that vocabulary development is there, but we need to be more intentional about it. We must do a few important things and do them well. When we help students make connections across the content areas, they learn better.

Dr. Benitez supported the notion of the supervisors helping educators to “connect the dots” in terms of interdisciplinary instruction and integration of content areas. She sees this as a great opportunity.

Dr. Mendia Landa appreciated that multilingual and multicultural students are being mentioned and kept in mind. He wanted it noted that students should be taught to read once. It doesn’t matter which language they learn to read in; they should be allowed to use all of their linguistic repertoire to learn to read. He reminded us that about 8 years ago, the supervisors did vocabulary strategy instruction work with all of our teachers in professional development meetings. He further asked us to remember that oracy [oral language ability] precedes literacy, and the only way we can teach this is by direct teaching of vocabulary.

**5. What is the status of the State Mandated Comprehensive Reading Program?** *Ms. Redd-Hannans will provide an update on our plan to implement a Comprehensive Reading Program.*

Ms. Redd-Hannans presented on the “Right to Read” Legislation from the State of Connecticut Department of Education. Her presentation is included in the “Materials” [here](#). NHPS must choose a comprehensive reading program from those recommended by the state by July of 2023. The following is the NHPS Timeline for this process:



## NHPS Timeline



Professional learning opportunities are on-going for teachers and administrators.

Dr. Benitez asked how the companies identified are going to support the efforts of NHPS to reach all learners, including our multilingual learners. Ms. Redd-Hannans said that the state identified 6 programs, however only 5 offered materials in Spanish. Ms. Redd-Hannans said that the Literacy Department worked with the Multilingual Department and Special Education Department to review the program and will work together on the plans. They asked very pointed questions to the vendors asking about our biliteracy schools and all schools. So far, most include phonics instruction as part of their comprehensive reading program, (we have Foundations as a separate program). Ms. Redd-Hannans said we will be doing pilots because we want to see the programs in action with our students.

Mr. Mendia Landa added that these programs have an “English language learner” component, not only for Spanish speaking students and that is something they have been prioritizing.

Dr. Joyner would like Ms. Redd-Hannans’ presentation condensed for Board members, with key points extracted and a “to do” list. Dr. Joyner would also like us to identify the demonstration schools that were discussed so people can visit the schools to see students actually using the programs. He would also like to see incentives for teachers, administrators, and students to implement programs well, such as school-to-school competitions. We must assess based on how well schools and students are doing against standards and indicators, and recognize them for what they do well and help them to meet/master the standards.

if you learn to read well in one language, you have to read well in another language. He went on to praise Mr. Mendia Landa’s work, and emphasized the fact that the process of reading well in your own language helps you to read well in another language. He would like to discuss with Mr. Media Landa and also discuss the role of dialects.

Dr. Joyner noted that is a real challenge we face due to various issues in our district. Our teachers are special and also need to understand that, “There is nothing wrong with the minds of our kids.” At the same time, however, Dr. Joyner noted, we cannot allow violence in our schools. Dr. Tracey concurred.

Dr. Joyner concluded by saying that we have to plan well in order to implement well. Dr. Joyner and Dr. Benitez will meet in order to decide what they will present to the board at the next meeting.

**6. Will the Board of Education approve International Trips for 2023?** *Jessica Haxhi will present on the possibility of international student travel in the coming year, for discussion by the Committee and decision by the Board.*

Dr. Joyner asked Ms. Haxhi for her recommendation. It is as follows:

- Allow international travel to resume beginning April Vacation 2023.
- Requests to take students on international travel between April and August 2023 will be presented at the December 21, 2023 Teaching and Learning Meeting, to be recommended (or not) to the full Board Meeting on January 9, 2023. No deposits may be collected until Board approval.
- All trips will be required to include cancellation insurance allowing trips to be canceled up to 2-weeks before. Families will be made aware of the risks to their deposits if the trip is canceled and must sign a paper acknowledging receipt.
- If CDC International COVID Recommendations or U.S. State Department Travel Advisories reach levels 3 or 4, or for any other reason that impacts student and staff safety, the Board reserves the right to cancel the trip.
- One more possible addition: All students who travel must be vaccinated (this is also a recommendation of the CDC).<sup>20</sup>

Ms. Haxhi also had a secondary request:

She would like to forward information about the non-profit [CIEE Global Navigator Summer Abroad Programs](#) to our high school students. [Here is a presentation summarizing their program.](#) Here is the short-version:

- 4-week summer language programs in Spanish, French, German, Italian, Arabic, Japanese, and Chinese, held in various countries.
- These would not be NHPS BOE programs- students would apply directly to the company and attend themselves.
- CIEE gives \$5.2 million in scholarships per year; our students have a good chance of receiving scholarships for everything but the flight.
- They have both merit-based and need-based scholarships.
- For \$150, students get 4 college credits from Tulane University for attending!
- If our students apply by December 1st, they might even get flight paid for as well.

Dr. Joyner asked Ms. Haxhi to put these recommendations in writing. He and Dr. Benitez will craft a motion to go before the Board, if necessary.

- **The meeting was adjourned at 6:05.**

**The next meeting is scheduled for November 16, 2022.**

Respectfully submitted,

Jessica Haxhi

**Teaching and Learning Committee**  
**November 17, 2022 4:30 p.m.-6:00 p.m.**  
**Virtual Zoom Meeting**

**Topics: Focus Areas for the Teaching and Learning Committee and the Academic Department; Reading across the Content Areas, and International Trips**

**Chair: Dr. Edward Joyner**  
**Host: Ms. Keisha D. Redd-Hannans**

**Meeting Outcomes:**

- Shared understanding of the theme and major projects of the Academic Department
- Discuss the Reading Expo and pilot
- Provide an update on professional learning opportunities for teachers and administrators for the year
- Determine if students will be permitted to participate in international field trips

"**The Teaching & Learning Committee** shall focus on matters of teaching and learning, including curriculum and instruction practices, attendance, student conduct, professional development, academic outcomes, and data analysis. "

**To Prepare:** Visit <https://www.nhps.net/site/Default.aspx?PageID=1127> to see meeting documents

**Schedule**

**Attendance: Dr. Joyner, M. Wilcox, K. Redd- Hannans, T. Jackson, P. Mendia, E. Maust, S. Clark, L. Brantley, M. Joyner, M. Cristley, R. McCain, R. Diaz, E. Johnson**

Minutes	Activity
5	Dr. Joyner: Welcome Statement, Committee Purpose, Protocols & New Committee Roles - Chair, Host, Timekeeper, and Minutes
10	<p><b><i>What is the theme and major projects of the year for the Academic Department?</i></b></p> <p>Ms. Redd-Hannans will share the theme and major projects of the year for the Academic Department.</p> <ul style="list-style-type: none"> <li>● <b>Setting the theme of collaboration and visibility. We cannot do this work alone we need our stakeholders. Key for the academic department</b>  <b>Check ins are done at our meetings to assure focus</b></li> <li>● <b>Creating department plans that align to our Strategic Plan</b></li> <li>● <b>Teaching and Learning Quality Indicators</b></li> <li>● <b>Envisioning the “Vision of a Graduate”</b> <ul style="list-style-type: none"> <li>○ <b>K-5</b></li> <li>○ <b>6-8</b></li> <li>○ <b>9-12</b></li> </ul> </li> <li>● <b>Professional Development</b></li> <li>● <b>Literacy/Math Plan</b></li> </ul>
15	<p><b><i>What is the NHPS Reading Expo and what is the status of the reading pilot?</i></b></p> <p>Ms. Redd-Hannans and Ms. Brantley will share information on the Reading Expo and the reading pilot.</p> <ul style="list-style-type: none"> <li>● Shared the timeline from January to June for the adoption of the comprehensive core reading program. Follow link to <a href="#">ELA Pilot</a></li> </ul>

	<p><u><a href="#">Program Information</a></u></p> <ul style="list-style-type: none"> <li>• Mr. Wilcox suggested that we ensure the community has all the information around the plan and its updates, inclusive of the 11/21, 11/22 which is the Reading Expo</li> </ul>
60	<p><b><i>What professional learning opportunities are being provided to teachers and administrators?</i></b></p> <p>The Academic Team will discuss professional learning opportunities for teachers and administrators.</p> <ul style="list-style-type: none"> <li>• Purpose of professional learning is for continual improvement <ul style="list-style-type: none"> <li>○ Follow link to <u><a href="#">NHPS Professional Learning Opportunities</a></u></li> </ul> </li> </ul>

Future meetings: Dec 21, 2022

Meeting Location: Zoom Webinar

Please click on the link below to join.

<https://us06web.zoom.us/j/87879074883?pwd=YnM2WmwwV2NMSkRYdHNONFRJVTMyUT09>

## Why are students missing so much school? The answer may lie in the chronic absenteeism 'black box'

By Kalyn Belsha, National Reporter, October 13, 2022 04:45 PM



Many districts, like Detroit, are using home visits and family meetings as part of their attendance initiatives this year. Di'Amond Moore / Detroit Free Press

Alarms are going off nationwide about absenteeism.

Many more students than usual missed big chunks of school during the pandemic, with some school districts seeing their chronic absenteeism rates double.

That metric, which looks at the share of students who missed 10% or more of the school year, is an important one. But it doesn't offer any insight into why a student missed so much class — especially important in a period when students were often told to quarantine — or how best to help them.

Research released this month suggests that if schools want to answer those questions, they'll have to open the "black box" of that chronically absent label.

"Because it's super simplified, it's hiding a lot of nuances," said Jing Liu, an assistant professor at the University of Maryland's College of Education. "We need to differentiate the reason behind absences to know how to help an individual kid."

That's what Liu and a colleague set out to do when they examined daily, class-level attendance data for nearly 40,000 middle and high school students in a big-city California district from the 2015-16 to 2017-18 school years.

A few patterns jumped out: Unexcused absences spiked as the year progressed, while excused absences held steady. Black and Hispanic students and students from low-income neighborhoods racked up unexcused absences faster than their white and more affluent peers. And when students missed a lot of class at the start of the year, their absences stacked up at a faster rate, too.

With that level of detail, Liu said, "you can intervene in a much more timely manner."

Together, the findings underscore the power of detailed attendance data as schools try to re-engage students and curtail absenteeism. And though more districts are beefing up their tracking efforts with the help of COVID relief funds, many lack the details that would tell them what last year's absences truly mean or offer clues about how to prevent students from missing class in the future.

"In most cases," Liu said, "a sufficient system is not in place."

## **How the pandemic complicated attendance tracking**

Over the last decade, schools have begun paying closer attention to absenteeism, as the federal education department required schools to report this data and several states tied the metric to school ratings. The stakes are high: chronic absenteeism has been linked to higher dropout rates, lower academic achievement in reading and math, and school disengagement.

Nationally, about one in five students was chronically absent during the first full pandemic school year — an increase of 2 million students, according to newly released federal data analyzed by researchers at the nonprofit Attendance Works and Johns Hopkins University.

National data isn't yet available for last school year, but several places have reported eye-popping increases. In New York City, 41% of students were chronically absent last year, up from around 27% the year before the pandemic began. In the Las Vegas area, the rate skyrocketed to 40% from 22% over that time. In Connecticut, 24% of students were chronically absent last year, up from 10% before COVID hit. And in Ohio, the rate soared to 30% from 17%.

As a result, districts are hiring more attendance staff, visiting students at home, or offering students gift cards for improved attendance. San Antonio's district foundation is even hosting a car giveaway.

But figuring out exactly why chronic absenteeism is up can be tricky, especially since required quarantines, and COVID itself, kept lots of students out of school for stretches of time. Some districts tried to gather more details about these types of absences, but there wasn't much consistency.

"There just got to be a lot of confusion," said Hedy Chang, the executive director of Attendance Works.

A few districts, like Los Angeles Unified, gathered enough details to pinpoint COVID's effect. There, about half of all students were chronically absent last year, up from 19% before the pandemic. Quarantines accounted for 20 percentage points of that increase, district officials said, but another 11 points were due to other factors.

Others tried to untangle the various causes, but data issues ultimately left them in the dark.

In Fargo, North Dakota, for example, when attendance specialists followed up with parents who frequently reported their child was home with COVID or in quarantine, they sometimes found out the real reason was that the child had anxiety about coming to school, was being bullied, or felt they had fallen behind in a certain class.

"A lot of times though, parents are very keen to kind of hide what's going on in their lives from you," said Gabe Whitney, a district attendance specialist. "That's the difficulty of our roles, is trying to figure out exactly why the students are gone."

New Mexico's Santa Fe schools created a special 'Q' code — which didn't count as an absence — to indicate when a student tested positive for COVID or had been sent home with COVID symptoms. But officials think the code was underused and some students who should have been marked as 'Q' racked up absences.

What schools are most worried about is students missing school because they are uninterested or unwilling to attend. But the line between the disengagement and COVID issues isn't always clear either, Chang noted.

"Let's imagine a child, they're quarantined for 10 days," she said. "They were in chemistry, and now they don't come back because

they feel so far behind. Was that due to quarantine, or not?”

## **Districts look for better data to understand absenteeism**

Some districts are moving toward collecting the kind of data that notes why students are absent and who most needs extra outreach.

Santa Fe schools purchased a new attendance-tracking system that makes it easier to spot racial or other disparities.

Schools in North Carolina’s Charlotte-Mecklenburg County are launching a new system this month that will flag students trending toward chronic absenteeism — but if a student is simply out sick, that label will drop off once they’ve returned to school for a bit.

And Fargo is using a new system that sorts students into different tiers based on attendance data that updates daily.

“We’re able to click a button and get real-time data,” said Tamara Uselman, Fargo’s director of equity and inclusion. “We also know for whom the system is working well, and for whom we need to make some changes.”

With that detailed data in hand, school officials say they’re more quickly able to get support to students missing the most class time.

In Santa Fe, after a student is gone a few days, a teacher calls home to check in. But when absences start piling up, school attendance teams and an expanded team of attendance coaches step in with strategies like family meetings and home visits.

“We are going to the home and saying: ‘Hey, we haven’t seen you in a while and we’re really worried about you and want you back in school,’” said Crystal Ybarra, the district’s chief equity, diversity, and engagement officer, who is overseeing the attendance initiative. Staff are also trying to figure out: “What is happening that has prevented you from going, and let’s see if we can get some ideas for how to fix this.”

Other findings in the research conducted by Liu and Monica Lee, of Brown University, suggest that efforts to improve school climate and culture could be a promising way to combat absenteeism.

By combining attendance and student survey data, Liu and Lee found that students who accumulated unexcused absences more quickly were also more likely to feel like they didn’t belong at school and were getting less academic help than their peers.



Chang has noticed more districts paying attention to those dynamics and helping students build nurturing relationships with adults as part of their attendance initiatives.

In Fargo, where the chronic absenteeism rate shot up to 30% last year — nearly three times higher than pre-pandemic — staff noticed even higher rates of absenteeism for Native American and Black students. To Uselman, that disparity signaled the need to improve school culture.

So with the help of COVID funds, the district hired a cultural specialist who works with teachers to make sure Native history is taught accurately and that Native perspectives are regularly included in lessons. And the district added a writers workshop run by two Black instructors that's been popular with Black students.

The district's two attendance specialists are also meeting with students who've missed a lot of class time to ask how their school could help.

"A lot of kids that are absent in school, they may be behind in the class, really feel like they don't have a place in the class, or the teacher doesn't understand them or respect them as the person they are. And that creates issues where they don't want to be in those classes," said Nick Hawkins, one of Fargo's specialists. "It all begins with respect and feeling welcomed and feeling understood."

*Sarah Darville contributed reporting.*

*Kalyn Belsha is a national education reporter based in Chicago. Contact her at [kbelsha@chalkbeat.org](mailto:kbelsha@chalkbeat.org).*

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**NEW HAVEN PUBLIC SCHOOLS**

**Memorandum**

**To:** New Haven Public Schools Board of Education  
**From:** Mary Derwin, Supervisor New Haven Public Schools Head Start  
**Subject:** Board of Education Approvals for Funding Application  
**Date:** November 21, 2022

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On behalf of the New Haven Public Schools Head Start Program, Grant 01CH010905, I am requesting Board of Education approval for:

- Submission of application to the Office of Head Start requesting permission to carry-over Head Start Basic funds in the amount of \$1,512,490.00 from the 2021-2022 fiscal year to fiscal year 2023-2024.

The associated spending plans are attached. The Head Start Policy Council approved these applications at the November 21, 2022, meeting. Please have Ms. Yesenia Rivera sign the enclosed attestation of approval and return to me. This document is a required part of the application packet. Feel free to reach out with any questions or concerns. Thank you.

The New Haven Public Schools (NHPS) Head Start Program is applying to carryover \$1,512,490.00 in federal funding from the grant number 01CH010905-02-00 from fiscal year 2021-2022 to fiscal year 2023-2024. As outlined in the narrative, this funding will be used to support Head Start-specific programming provided directly by the school district. Funds have been allocated appropriately and are split between operational, supplies and professional development. The budget has been designed to support NHPS's key programmatic initiatives.

**Health and Wellness-** The NHPS Head Start embraces the development of the whole child, therefore \$25,000 was allocated for the purchase of consumable health supplies and materials to support the nursing staff to meet students' needs, purchase cleaning and disinfecting supplies for proper hygiene and sanitation within the thirty-two Head Start classrooms. It also provides for a contracted Registered Nurse to expedite the clearance of health files at our registration office. Funding will also provide for a part-time LPN credentialed to support the completion of the Head Start mandated screenings as described in Head Start Performance Standards, at our varied locations, as needed.

Staff health and wellness will also be addressed with activities and events to build a culture of wellness, emotional well-being, and sense of community with colleagues. On-going participation should aid in reducing absenteeism and chronic health conditions. A full-time on-site mental health clinician will provide clinical services including direct clinical work with children, and families, parent outreach, referral linkage, and professional trainings and coaching for staff. Services will be delivered in person in at the centers, in families' homes or virtually dependent on the comfort level and accessibility of the family. All activities will follow the Health and Safety mandates from the CDC, the state and city of New Haven, as well as the Office of Head Start. The funding will also provide for the replacement of expiring five-point car seat restraints to be used on the school buses to ensure safe transportation of students to and from the Dr. Mayo School. 1302.42: Child health status and care. 1302.47 Safety Practices

**Site Support:** The budget includes \$72,000.00 for site leaders to use in support of instructional and administrative supplies and consumables such as paint, paper, markers, office supplies etc. Additional funds are allocated for supportive classroom materials, school-based experiences, and off-site field trips in accordance with the Head Start Performance Standards. Funds are allocated for books to enrich the classroom libraries, replace furniture and classroom structures as needed, and supply materials to support summer enrichment and transitions to kindergarten Standard: 1302.31 Teaching and the Learning Environment.

**Outdoor Learning Environment:**

New Haven Public Schools Head Start will continue working with the building leadership of the Dr. Mayo School, housing 22 Head Start classrooms, and the John Martinez School (3 classrooms) to enrich and create a safe outdoor learning and natural play space at each location. Professional development will support teachers and families in using the outdoors as a learning environment. The funds allocated for this work directly supports Standards 1302.31 Teaching and the Learning Environment as well as 1302.32 Curricula.

### **District Early Learning:**

As a member of the New Haven Public Schools, our teachers and students will be participating in the district wide early learning alignment initiative. Universal assessments, and professional learning opportunities will be coherent throughout the district preschool classrooms. Teachers will receive professional development consistent with the Magnet and School Readiness programs. Head Start Performance Standards: 1302.31 Teaching and the Learning Environment 1302.32 Curricula

### **Recruitment/Outreach/Attendance:**

Actively recruiting and enrolling students is paramount to the success of the New Haven Head Start Program. The district's new relocation of the Head Start ERSEA department to the Celentano Observatory as well as the on-going health conditions continue to impact the enrollment of our students. This change in location as well as the on-line enrollment process has necessitated a change in our recruitment and outreach. Attendance for both children and staff has historically been an area of difficulty. The use of these funds will support our continued aggressive recruitment campaign that includes advertising and canvassing. A program to promote regular attendance will be developed. Head Start Performance Standards: 1302.13 Recruitment of Children 1302.16 Attendance

- Billboard Advertisement
- Community Bus Recruitment Promotion
- Multi-media advertisements-radio, print, on line
- Development of Video/webinar for promotion and recruitment
- Development of Video for Parent on boarding to the Head Start Program: reviews expectations for parent participation and student attendance
- Pop-up recruitment site rental
- Student Attendance Incentives
- Policy Council Recruitment
- Outreach and Canvassing

### **Professional Development/Continuing Education:**

Our children's educational experience is only as good as the teaching staff that guides them through their learning experience. It is the goal of New Haven Head Start to cultivate the talented teaching staff by offering enrollment in the Para-Pro Program for part-time employees that would like to develop their knowledge. We will also offer the opportunity for our satellite teachers that have yet to take a class towards the completion of certification requirements.

- Para-Pro Training and reimbursement for part-time staff and parents
- Continuing Education for all Staff in their identified work areas-Head Start Academy
- Professional Development Opportunities based on goal setting-self-selected

Funds will also allow for teachers, family service workers, and the leadership team to attend local, regional, and national conferences/ workshops in support of their personal professional development and self-selected goals.

### **Transitions:**

As research has shown a positive transition from preschool to kindergarten plays a crucial role in a student's future learning and achievement. The funds in this line will be used to help educate our Head Start parents about the transition that will take place. Head Start Performance Standard 1302.71: Transitions from Head Start to Kindergarten targets this area. Our Head Start will also institute a "Welcome to Head Start" program that will introduce families and children to the program and will familiarize them with the information and materials necessary for a successful school year.

- Transition to Kindergarten: Field Trips to NHPS Kindergartens
- Materials to support summer transitions

### **Parent and Family Development:**

In accordance with the Head Start philosophy of being a program that is supportive of both children and families, the carryover budget includes \$100,000 for parent and family development. (Performance Standard 1302.34 Parent and family engagement in education and child development services.

- Job training, English as Second Language, Digital Literacy, Manufacturing
- Training in Parent Advocacy Child Development and Parenting Training
- Parent Curriculum
- Family Learning/Engagement opportunities-content area-based events and field trips

### **Staffing**

New Haven Public School's Head Start program operates on a ten-month school year schedule. Funds will be used to hire seasonal staff to support efficient enrollment, timely registration, data management, canvassing, and conduct the community assessment to ensure full enrollment and implementation of the ChildPlus Data Management System during the summer months. Funds will also be used to operate a four-week summer school program in the month of July. This includes comprehensive staffing, materials, and enrichment partnerships aligned to the thematic studies. Additionally, monies will be used to hire additional part-time assistants to support classroom instruction and ensure compliance with required student/teacher ratios at all times.

### **Contractual**

In direct response to the pandemic and on-going health concerns, New Haven Public Schools Head Start is allocating \$100,000 to the newly opened school-based health clinic at the Dr. Mayo School. Cornell Scott will continue to operate a school-based health and dental clinic and carry out a fully staffed program of health services, medical, and dental services with support personnel at the Dr. Reginald Mayo Early Learning School utilizing licensed, or certified and supervised personnel (when and as required by the State of Connecticut law), who are qualified by training and experience to perform their duties. This relationship will continue for the second full year, as the clinic is not self-sustainable at this time. Funds will also support on site behavioralists to support teachers, families and students with dysregulation and social emotional needs.

EXPENSE	TOTAL	COMMENT(S)
<b>Materials</b>		
Classroom Libraries	\$32,000.00	
Classroom Furniture & Structures	\$25,000.00	
Transitional Materials	\$40,000.00	
<b>Sub-total</b>	<b>\$97,000.00</b>	
<b>Supplies</b>		
Administrative Supplies	\$15,000.00	
Instructional-consumables	\$32,000.00	
Instructional Summer School	\$25,000.00	
Medical consumables	\$25,000.00	
Car seats	\$10,000.00	
<b>Sub-total</b>	<b>\$107,000.00</b>	
<b>Contractual</b>		
Outdoor Learning-		
Outdoor Learning-J. Martinez outdoor garden & professional Learning	\$20,000.00	
Outdoor Learning-Dr. Mayo School	\$100,000.00	
<b>Sub-total</b>	<b>\$120,000.00</b>	
Recruitment Campaign SY:23-24		
Design & display, billboards, buses, flyers, door signs website, lawn signs	\$80,000.00	
Radio and print/advertising	\$20,000.00	
<b>Sub-total</b>	<b>\$100,000.00</b>	
Summer Partnerships	\$7,500.00	
Mental Health Provider-Clifford Beers Clinician	\$100,000.00	
Professional Development	\$100,000.00	
<b>Sub-total</b>	<b>\$207,500.00</b>	
<b>Other</b>		
Staff Wellness/Mental Health	\$20,000.00	
Parent Curriculum and Family Development/Courses	\$50,000.00	
Acquiring English		
Technology		
Job Training-Manufacturing		
Continuing Education	\$70,000.00	Opportunities for employees to complete the pare pro certification as well as continuing education, CDA credentialing, and coursework
Field Trips	\$33,000.00	

Early Childhood Family Events	\$30,000.00
Literacy Night	
Math Night	
Enrichment Trips	

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**Sub-total   \$203,000.00**

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**Travel/PD**

Travel	\$35,000.00	HS Regional & Nat'l Conferences
Registration Fees	\$12,000.00	

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**Sub-total   \$47,000.00**

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**Part Time and Seasonal Staff**

Summer School pre-service training	\$16,000.00
Seasonal Outreach Recruitment/Outreach Staff	\$10,000.00
Seasonal PT Enrollment/Recruitment Staff	\$5,000.00
Researcher Community Assessment	\$5,000.00
Enrichment World Language Teachers PT	\$78,000.00
PT Clerical - MAYO	\$12,000.00
PT Clerical - Registration	\$30,000.00
Nursing-PT Registration	\$30,000.00
Fringe Benefits	\$24,990.00
Summer School Staffing - July Summer 2024	\$150,000.00

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**Sub-total   \$330,990.00**

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**Contractual Staffing**

Behavioralist-BCBA/BT-ACES	\$100,000.00
Nurse-RN- File Clearance	\$100,000.00
Health Clinic-Cornell Scott	\$100,000.00

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**Sub-total   \$300,000.00**

**Grand Total   \$1,512,490.00**



Program Type	Line Item #	Budget Categories	Budget Category Section	Line Item Description	Line Item Other Description	Program Operations	TTA	Federal Total	Non-Federal Share	Total Budget	Admin Allocation
Head Start	a.1	Personnel	Child Health and Development Personnel	Program Managers and Content Area Experts	Summer School-seasonal	\$20,394	\$0	\$20,394	\$0	\$20,394	0.00%
Head Start	a.2	Personnel	Child Health and Development Personnel	Teachers / Infant Toddler Teachers	Summer School -seasonal	\$44,475	\$0	\$44,475	\$0	\$44,475	0.00%
Head Start	a.5	Personnel	Child Health and Development Personnel	Teacher Aides and Other Education Personnel	Summer School Seasonal and additional Staff to Support Classroom Instruction/Ratios	\$167,834	\$0	\$167,834	\$0	\$167,834	0.00%
Head Start	a.6	Personnel	Child Health and Development Personnel	Health / Mental Health Services Personnel	Summer School Nursing/Recruitment	\$6,840	\$0	\$6,840	\$0	\$6,840	0.00%
Head Start	a.9	Personnel	Child Health and Development Personnel	Other Child Services Personnel	Other-Seasonal Family Service Workers/Registration	\$44,457	\$0	\$44,457	\$0	\$44,457	0.00%
Head Start	a.16	Personnel	Program Design and Management Personnel	Clerical Personnel	PT Clerical- Dr. Mayo School	\$12,000	\$0	\$12,000	\$0	\$12,000	100.00%
Head Start	a.18	Personnel	Program Design and Management Personnel	Other Administrative Personnel	Other Administrative Personnel-registration	\$4,000	\$0	\$4,000	\$0	\$4,000	100.00%
Head Start	b.1	Fringe Benefits		Social Security (FICA), State Disability, Unemployment (FUTA), Worker's Compensation, State Unemployment Insurance (SUI)		\$25,990	\$0	\$25,990	\$0	\$25,990	0.00%
Head Start	c.1	Travel		Staff Out-Of-Town Travel	Travel to Conferences	\$35,000	\$0	\$35,000	\$0	\$35,000	5.00%
Head Start	e.1	Supplies		Office Supplies	Administrative Supplies	\$15,000	\$0	\$15,000	\$0	\$15,000	100.00%
Head Start	e.2	Supplies		Child and Family Services Supplies	Classroom, Libraries	\$97,000	\$0	\$97,000	\$0	\$97,000	0.00%
Head Start	e.4	Supplies		Other Supplies	Instructional Supplies/consumables	\$32,000	\$0	\$32,000	\$0	\$32,000	0.00%
Head Start	e.4	Supplies		Other Supplies	Medical Supplies/ consumables	\$25,000	\$0	\$25,000	\$0	\$25,000	0.00%
Head Start	e.4	Supplies		Other Supplies	Transportation supplies-Car Seats	\$10,000	\$0	\$10,000	\$0	\$10,000	0.00%
Head Start	e.4	Supplies		Other Supplies	Summer School Instructional supplies and consumables	\$25,000	\$0	\$25,000	\$0	\$25,000	0.00%
Head Start	f.2	Contractual		Health / Disabilities Services	Health Clinic RN to clear files	\$200,000	\$0	\$220,000	\$0	\$220,000	0.00%
Head Start	f.5	Contractual		Training and Technical Assistance	Registration Conferences and District PD	\$112,000	\$0	\$112,000	\$0	\$112,000	0.00%
Head Start	f.8	Contractual		Other Contracts	Other Contracts-Mental Health Clinician and Staff Wellness	\$120,000	\$0	\$100,000	\$0	\$100,000	0.00%
Head Start	f.8	Contractual		Other Contracts	Summer Enrichment Partnerships	\$7,500	\$0	\$7,500	\$0	\$7,500	0.00%
Head Start	f.8	Contractual		Other Contracts	Researcher-Community Assessment	\$5,000	\$0	\$5,000	\$0	\$5,000	0.00%
Head Start	f.8	Contractual		Other Contracts	Field Trips	\$33,000	\$0	\$33,000	\$0	\$33,000	0.00%
Head Start	f.8	Contractual		Other Contracts	Continuing Education-Staff	\$70,000	\$0	\$70,000	\$0	\$70,000	0.00%
Head Start	f.8	Contractual		Other Contracts	Behavioralists-BCBA, BT	\$100,000	\$0	\$100,000	\$0	\$100,000	0.00%
Head Start	h.13	Other		Parent Services	Courses and Educational Events	\$80,000	\$0	\$80,000	\$0	\$80,000	0.00%
Head Start	h.15	Other		Publications / Advertising / Printing	Recruitment Package	\$100,000	\$0	\$100,000	\$0	\$100,000	50.00%
Head Start	h.16	Other		Training or Staff Development	Outdoor Learning	\$120,000	\$0	\$120,000	\$0	\$120,000	0.00%
<b>Total</b>						<b>\$1,512,490</b>	<b>\$0</b>	<b>\$1,512,490</b>	<b>\$0</b>	<b>\$1,512,490</b>	<b>5.47%</b>



**NEW HAVEN PUBLIC SCHOOLS**

Approval of Submission of Head Start Grantee  
City of New Haven in New Haven County, Connecticut

We, the members of the New Haven Public Schools Policy Council, grant #: 01CH01090503C3, approve the submission of application to the Administration for Children and Families, Office of Head Start, requesting to carry over Head Start Basic Funds in the amount of \$1,512,490.00 from the grant period dated July 1, 2021 – June 30, 2022 to the July 1, 2023 - June 30, 2024 grant period.

Adrienne Rimmer

New Haven Public Schools, Policy Council Chair

11/21/2022

Date



**NEW HAVEN PUBLIC SCHOOLS**

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City of New Haven in New Haven County, Connecticut

We, the members of the New Haven Public Schools Policy Council, grant #: 01CH01090503C3, approve the submission of application to the Administration for Children and Families, Office of Head Start, requesting to carry over Head Start Basic Funds in the amount of \$1,512,490.00 from the grant period dated July 1, 2021 – June 30, 2022 to the July 1, 2023 - June 30, 2024 grant period.

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Yesenia Rivera  
President, New Haven Public Schools Board of Education

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Date



# NEW HAVEN PUBLIC SCHOOLS

## Memorandum of Agreement

The New Haven Board of Education ("Board") and Local 3429, Council 4 AFSCME ("Union") are parties to a collective bargaining agreement expiring June 30, 2023.

Whereas, the current collective bargaining agreement between the Board and the Union specifies an "hourly extra duty rate" of \$14.50 per hour in Article 15, Section 3.

Whereas, the Board and the Union recognize that based on a shortage of qualified staff, it has been very difficult to operate before and after school programs for our students who need it the most.

Therefore, the Board and the Union agree to the following:

1. Effective immediately, the rate of pay shall be \$25.00 per hour for all work performed in connection with before and after school programming for the 2022-2023 school year.
2. This agreement will expire at the close of the 2022-2023 school year, though it may be extended by mutual agreement.
3. This agreement shall not serve as precedent nor shall it be used as evidence of bargaining history, not shall it be admissible in any other forum, except to enforce its terms.

Hyclis Williams, AFSCME Local 3429 President

Date

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Dr. Ilene Tracey, Superintendent, New Haven Public Schools

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Date



NEW HAVEN PUBLIC SCHOOLS

## **Overnight Domestic Field Trip Approval Proposed Process**

### **Effective for the remainder 2021-22 school year, for all overnight domestic trips:**

- All trips will be due in the central office at least 5 weeks ahead of time, with a final deadline of **May 13<sup>st</sup>** for trips taking place any time before **November 15, 2022** (exceptions listed below).\*
- Please submit your trips to Sandra Clark and Cynthia Johnson, to be collated for the monthly Teaching and Learning Committee Meeting.
- The trips will come to the Teaching & Learning Committee for approval by the BOE. Trip leaders will be informed that their trips will be discussed so that they can be present to answer questions.
- Approvals will happen in Committee during April and May of this year.
- All overnight trips must be fully funded through fundraising, grants, and/or student payments (not General Funds).

### **Effective for the 2022-2023 school year:**

- Schools may submit overnight travel trip applications from August 15<sup>th</sup>- October 15<sup>th</sup> for consideration by the Committee at the September, October, and November meetings for during the 2022-23 school year (exceptions listed below).\*
- Schools will not be allowed to take any deposits for trips until they have been approved by the Teaching & Learning Committee and the Board of Education.
- Please submit your trip request to Sandra Clark and Cynthia Johnson to be collated for the monthly Teaching and Learning Committee Meeting.
- The trips will come to the Teaching & Learning Committee for approval by the BOE. Trip leaders will be informed that their trips will be discussed so that they can be present to answer questions.
- Approvals will happen in Committee during September, October and November of this year.
- All overnight trips must be fully funded through fundraising, grants, and/or student payments (not General Funds).

\* Academic or sports competition trip applications will be accepted on an as-needed basis. Other opportunities that may arise will be considered on a case-by-case basis.

**One month** before each trip, please submit the following by email to your principal.

- Updated #of students



**NEW HAVEN PUBLIC SCHOOLS**

- Updated chaperone list
- Emergency contact information for trip leaders
- Detailed itinerary



NEW HAVEN PUBLIC SCHOOLS

## Domestic Out-of-State Trips Travel Request Form

Requested Date(s) of Trip	December 1-2, 2022
Destination and Short Description	<p>AMC Noble View Outdoor Center – Russell, MA</p> <p>Wilderness Inspired Outdoor Leadership (WILD) program will take 30 students on a 1 night trip focused on cultivating leadership skills and self reliance in the outdoors. Students will stay in an AMC lodge overnight and participate in activities during the day, including hiking, wilderness navigation training, and other workshops offered by the WILD staff. Strong focus on Social Emotional Learning (SEL).</p>
School Name	High School in the Community (HSC)
Grade Level(s)	10, 11, 12
Anticipated # of Students	30
Anticipated # of Chaperones: 4 (2 male, 2 female)	Note: there should be at least 2 NHPS staff chaperones. If there are male and female students on the trip, there must be a male and a female chaperone.
Mode(s) of Transportation	Bus
Accommodations	AMC Noble View Outdoor Center 635 S Quarter Rd, Russell, MA 01071
Estimated Costs	<p>Please include the details of what each expense covers.</p> <p>Lodging covered by AMC grant : \$0            Transportation (Bus): \$1060 total – COVERED BY HSC            Food provided by student fundraising and AMC grant: \$0            Outdoors equipment provided by HSC gear closet: \$0</p> <p>Total cost: \$1060 (funded by HSC)</p>
Fundraising Plans What will you do for students who cannot afford the trip?	<p>Students will fundraise to cover their expenses.</p> <p>Students who do not fundraise their portion will contribute \$15 for this trip to cover meals. This amount, with some small scale local fund raising, will be adequate to cover individuals who cannot afford to pay.</p>



NEW HAVEN PUBLIC SCHOOLS

Academic Connection & Objectives  
(consult your Curriculum Supervisor with questions)

**Social Emotional Learning:**

Studies have shown that spending time in nature can reduce symptoms related to stress, anxiety, and other mental health problems. Researchers out of the University of Chicago note, “Green spaces near schools promote cognitive development in children and green views near children’s homes promote self-control behaviors... And experiments have found that being exposed to natural environments improves working memory, cognitive flexibility and attentional control, while exposure to urban environments is linked to attention deficits” (Weir).

Students involved in the WILD program have the opportunity to engage in outdoor experiences ranging from day hikes at local state parks to overnight backpacking trips on Connecticut and New Hampshire portions of the Appalachian Trail. The purpose of the trips is to help students foster independent and group leadership skills as they navigate wilderness. Entwining the unit with the WILD program gives students the opportunity to experience learning in a traditional nature environment as well as develop observational and narrative writing skills.

**ELA:**

Student goals include: citing strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text; determining a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; and analyzing how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme (ELA CCSS). These skills are not only necessary for students to perform well in an academic setting, but are also needed to communicate effectively in social and professional environments. In response to writing prompts, students are more apt to provide short answers, in style similar to a text message, or struggle to produce details to support their ideas or clearly explain their thought process. Students need the capacity to initiate, grow, and maintain complex thought processes as they navigate solving real life problems.





NEW HAVEN PUBLIC SCHOOLS

## Domestic Out-of-State Trips Travel Request Form

Requested Date(s) of Trip	April 16 - 19, 2023
Destination and Short Description	Washington, DC  This is a trip run by the Close Up Foundation. Our students would participate with other students from all over the country, not only touring historic sites but also participating in current events and policy seminars, debates, and meetings with members of Congress.
School Name	New Haven Academy
Grade Level(s)	9 - 12
Anticipated # of Students	20-25
Anticipated # of Chaperones:	2 (one male, one female)
Mode(s) of Transportation	coach bus (tentative) – Peter Pan
Accommodations	Close Up identifies a hotel and makes reservations. Students room with students from other schools (2 of our students with 2 from another school in each room).
Estimated Costs	\$7520 for coach bus \$28,975 = 1159.00 per student cost@25 students (includes all programs, hotel, and food) (-\$2000 = \$1000 discount for every group of ten students)  TOTAL COST: 34,495.00 (assuming 25 students and 2 chaperones)  Chaperone expenses are covered by the program at a ratio of 1 chaperone per 10 students.



NEW HAVEN PUBLIC SCHOOLS

<p><b>Fundraising Plans</b> What will you do for students who cannot afford the trip?</p>	<p>Close Up provides \$1000 discount for every group of ten students, which gets divided as a per student discount (as shown above)..</p> <p>Parents and students have committed to fundraising activities as part of their participation in the trip. We are committed to raising enough money to cover the cost of every student on an as-needed basis.</p> <p>We are applying for a SYTA “Road Scholar” grant, for which notification would be sent in December.</p> <p>Close Up is also working to identify grant funding to subsidize the cost and has already applied for two possible grants on our behalf.</p> <p>Finally, we have Federal ESSER ARP grant funds set aside for field trips that we intend to contribute to offset student need.</p>
<p>Academic Connection &amp; Objectives (consult your Curriculum Supervisor with questions)</p>	
<p>Our magnet theme is civic engagement and social justice, so this trip is a perfect fit.</p> <p>Every senior at NHA does a “Social Action Project” capstone, and participation in seminars, debates of social issues, and meetings with members of Congress will help to inform each student’s future vision for their own capstone.</p> <p>The Close Up curriculum also ties into our U.S. History I class (foundations of American Government unit), Civics class (American Government unit), Current Events elective (entire curriculum), and Facing History I and II classes (social issues, “choosing to participate” theme).</p>	



NEW HAVEN PUBLIC SCHOOLS

## Domestic Out-of-State Trips Travel Request Form

Requested Date(s) of Trip	June 12-16, 2023
Destination and Short Description	Mystic Seaport Sail Training on Schooner 'Brilliant', Block Island Sound, Narragansett Bay, Eastern Long Island Sound
School Name	The Sound School
Grade Level(s)	10-12
Anticipated # of Students	7
Anticipated # of Chaperones:	Note: there should be at least 2 NHPS staff chaperones. If there are male and female students on the trip, there must be a male and a female chaperone. 2 Chaperones, 1 Male, 1 Female
Mode(s) of Transportation	Sound School Vans to and from Mystic Seaport, Schooner Brilliant for sail training.
Accommodations	Accommodations aboard the ship as part of training.
Estimated Costs	Please include the details of what each expense covers. Cost of trip: \$11,000- Mystic to Grant \$8750, Sound School ESSR Grant for Remaining Balance of \$2750
Fundraising Plans What will you do for students who cannot afford the trip?	Tuition and transportation will be paid for all students as described above.
<b>Academic Connection &amp; Objectives</b> (consult your Curriculum Supervisor with questions)	
The Sound School Technology program provides basic seamanship/sail training and this trip provides extension of our programming as well as providing for experiences lost due to Covid. Students will learn to work together as a team to sail a classic schooner. Learning will include the parts of the ship, how to safely raise and lower sails, navigation techniques and responding to the dynamic situations that occur during the process of operating a large vessel.	



NEW HAVEN PUBLIC SCHOOLS

**Domestic Out-of-State Trips  
Travel Request Form**

*Wilbur Cross  
Joe Steele  
Eric Potaskey*

Requested Date(s) of Trip	April 10th - April 12th
Destination and Short Description	Orlando Florida - Golf Team Trip to play Kissimmee High School
School Name	Wilbur Cross High School
Grade Level(s)	9-12
Anticipated # of Students	5
Anticipated # of Chaperones:	2 Chaperones - Joseph Steele/Brian Grindrod
Mode(s) of Transportation	Airplane
Accommodations	Quality Suites
Estimated Costs	This trip does not cost the students anything. If they want to bring money for souvenirs, that is up to them. All transportation costs, meals, and entry to Epcot are all covered.
Fundraising Plans What will you do for students who cannot afford the trip?	I fundraise year round to cover the cost of the trip for my players. This trip does not cost the students any money
<b>Academic Connection &amp; Objectives</b> (consult your Curriculum Supervisor with questions)	
Geography: Where we are going; distance; time; latitude and longitude Government: Who is the Governor? Has this state been in the news recently? What do we know about the state?	

*Funding?  
stated they  
have their  
own*

*[Signature]*  
10/13/22

## **2023 Golf Team Spring Break Trip**

Monday, April 10 , 2023

JetBlue Flight #37  
Departs Hartford 7:00AM  
Arrives Orlando 9:56AM  
Check-In to hotel/lunch/pool  
Wilbur Cross vs Gateway High School  
St. Cloud Golf Course 4pm

Tuesday, April 11, 2023

Visit to Epot/Walt Disney World

Wednesday, April 12, 2023

JetBlue Flight #138  
Departs Orlando 2:09PM  
Arrives Hartford 4:55PM

***Students should arrive no later than 5:00am at Mr. Steele's house. The address is 47 Kneeland Road, New Haven. Please ask if you need directions.***

We will arrive back at Kneeland Road around 6:30pm on Wednesday.

Hotel Information:

Royal Park Suites  
5876 W. Irlo Bronson Memorial Highway  
Kissimmee, Florida  
407-396-8040 800-484-4148

To whom it may concern:

The students of the City of New Haven, Board of Education are covered under insurance policies #'s 99085792 and 99085793 through Hollis D. Segur Inc., 10 Research Pkwy, Ste.400, Wallingford, CT 06492.

Sincerely,



Carl Carangelo  
Chief Internal Auditor  
475.220.1338

**New Haven Public Schools**  
**Overnight Field Trip Request for Continental U.S.**

**CHECKLIST**

**Please submit with Trip Request Form**

School: Willow Cross HS. Date: 10/19/22

**On-time submission:**

- Trips within Continental US: **no less than 6 weeks** in advance
- Athletic or Academic Events & Competitions: **at least 14 days in advance**

**Form is typed:** hand written forms are not accepted

**All questions are answered:** no blank spaces

**Itinerary, detailing daily activity** from departure to return is attached to request

**Funding for Trip:**

- If student payment is required, the amount is indicated on the form and provisions are made for students who cannot afford to pay
- If school accounts, grants or other sources of funding will be used, availability of funds has been confirmed

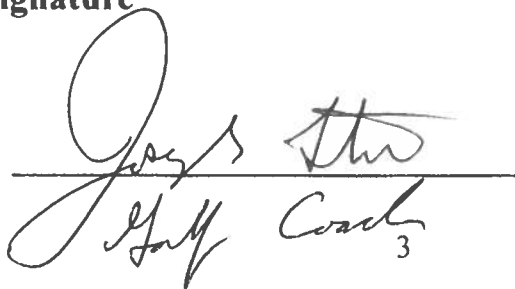
**Chaperones:**

- 1:10 adult to student ratio is required
- NHPS staff serves as Chaperones to meet 1:10 ratio; Volunteers are supplemental. **Consideration must be given to male:female ratio** for chaperones.
- Volunteers do not meet the chaperone requirements. Volunteers are supplemental and must complete background screening through School Volunteer Office at least 3 weeks in advance of the trip

**Facility/Travel Agent Contract**, if any, is attached

**Principal Signature**

Submitted by: \_\_\_\_\_

  
Jay's  
Hall Coach  
3

# Please attach a detailed itinerary for this trip.

Request must be submitted 6 weeks in advance.

## GRANTS OFFICE USE ONLY

### APPROVALS

Date Received: \_\_\_\_\_

Grants Office: \_\_\_\_\_

Date: \_\_\_\_\_

Business Office: \_\_\_\_\_

Date: \_\_\_\_\_

Chief Auditor: \_\_\_\_\_

Date: \_\_\_\_\_

Curriculum Supervisor: \_\_\_\_\_

Date: \_\_\_\_\_

Deputy Superintendent: \_\_\_\_\_

Date: \_\_\_\_\_

Returned

Approved

Not Approved

Principal Notification: \_\_\_\_\_

Date: \_\_\_\_\_

Comments:



**New Haven Public Schools**  
**Overnight Field Trip Request for Continental U.S.**

**Policies & Procedures**

**PLEASE NOTE:** International Trips are now pre-approved in June of each year. The following packet is only used for overnight Domestic Field Trips

**Please read before completing the attached form**

- All request forms must be typed
- The attached form is available via the, **Office of Academics, please email Cynthia Johnson for necessary forms.**
- Please do not leave blank spaces on the form. Answer all questions completely or reference an attached document that provides required information.
- Requests must be signed by the principal
- Requests are submitted to the Teaching and Learning Committee by the established Curriculum Deadline Schedule.
- A Detailed itinerary is required
- Submit a hard copy of the request form with the itinerary to the Curriculum Office.
- Approvals will happen during Bi-monthly BOE meeting as needed.

**■ Faxed or Emailed Forms Are Not Accepted**

1. **Overnight Field Trips within Continental US:** request must be submitted no less than 6 weeks in advance of the scheduled trip.
2. **Athletic and Academic Events & Competitions** will be approved on a case by case basis, as needed.



# FINANCIAL REPORTS

October 31, 2022

New Haven Board of Education  
Finance & Operations Committee Meeting

*November 21, 2022*

## 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>      |                                |

- Monthly Financial Expenditure Report General Funds as of October 31, 2022
- Monthly Financial Revenue Forecast Report Special Funds as of October 31, 2022

- General Fund expenditures incurred through 10/31/22 are \$351,122,263 million or 18% of the adopted budget.



# **Financial Report – General Fund October 31, 2022**



**Fiscal Year 2022-2023**  
**Education Operating Fund (General Fund)**  
**Monthly Financial & EOY Forecast Report (Unaudited) as of October 31, 2022**

	<b>FY2023 Adopted Budget (A)</b>	<b>MONTHLY YTD Actuals (B)</b>	<b>YTD %</b>	<b>MONTHLY Encumbrances (C)</b>	<b>Available (A-B+C)</b>	<b>Full-Year Expenditure Forecast (F)</b>	<b>Full Year Variance (A-F)</b>
<b>Salaries</b>							
Teacher Full-Time	\$76,911,890	(\$17,360,756)	22.57%	\$0	\$59,551,134	74,752,936	2,110,109
Admin & Management Full-Time	16,557,163	(5,455,564)	32.95%	0	11,101,599	17,743,407	(1,431,179)
Paraprofessionals	3,049,145	(830,830)	27.25%	0	2,218,315	3,922,656	(729,742)
Support Staff Full-Time	10,517,818	(3,200,266)	30.43%	0	7,317,552	10,553,942	(36,124)
Part Time & Seasonal	3,491,774	(364,455)	10.44%	(232,000)	2,895,319	2,525,943	528,831
Substitutes	1,000,000	(387,184)	38.72%	0	612,816	1,900,259	(900,259)
Overtime, Benefits, Other	3,733,650	(1,139,812)	30.53%	(20,213)	2,573,626	5,531,619	(1,831,119)
<b>Total Salaries and Benefits</b>	<b>\$115,261,440</b>	<b>(\$28,738,868)</b>	<b>24.93%</b>	<b>(\$252,213)</b>	<b>\$86,270,360</b>	<b>\$ 116,930,762</b>	<b>\$ (2,289,483)</b>
<b>Supplies and Services</b>							
Instructional Supplies	\$3,396,380	(\$763,157)	22.47%	(\$1,541,725)	\$1,091,498	3,450,562	(8,182)
Tuition	21,049,657	(484,538)	2.30%	(25,407,212)	(4,842,093)	23,931,750	(2,382,093)
Utilities	11,527,000	(2,187,032)	18.97%	(8,387,116)	952,851	10,710,755	781,245
Transportation	26,535,202	(454,526)	1.71%	(32,178,124)	(6,097,448)	29,595,419	(2,977,206)
Maintenance, Property, Custodial	2,336,060	(467,139)	20.00%	(1,414,374)	454,546	1,856,286	495,522
Other Contractual Services	15,158,045	(2,017,002)	13.31%	(9,595,611)	3,545,432	13,257,403	1,911,044
<b>Total Supplies and Services</b>	<b>\$80,002,344</b>	<b>(\$6,373,395)</b>	<b>7.97%</b>	<b>(\$78,524,163)</b>	<b>(\$4,895,214)</b>	<b>\$ 82,802,175</b>	<b>\$ (2,179,670)</b>
<b>General Fund Totals</b>	<b>\$195,263,784</b>	<b>(\$35,112,263)</b>	<b>17.98%</b>	<b>(\$78,776,375)</b>	<b>\$81,375,146</b>	<b>\$ 199,732,937</b>	<b>\$ (4,469,153)</b>



**Fiscal Year 2022-2023**  
**Education Operating Fund (General Fund)**  
**Monthly Financial Report (Unaudited) - October 31, 2022**

YTD by Period	Account Description	Original Budget	YTD Actual	MTD Actual	Encumb.	Available Budget	% Used
<b>Teachers Full-Time</b>	Teachers	<b>\$76,911,890</b>	<b>\$17,360,756</b>	<b>\$6,959,232</b>	<b>\$0</b>	<b>\$59,551,134</b>	<b>22.57</b>
<b>Admin &amp; Management Full-Time</b>	Salaries	1,121,118	358,626	92,031	0	762,492	31.99
	Directors Salaries	979,166	300,788	61,590	0	678,378	30.72
	Supervisor	2,428,690	795,820	177,640	0	1,632,870	32.77
	Department Heads/Principals/Aps	10,583,047	3,622,577	998,920	0	6,960,470	34.23
	Management	1,445,142	377,754	89,145	0	1,067,388	26.14
	<b>Sub-Total</b>	<b>\$16,557,163</b>	<b>\$5,455,564</b>	<b>\$1,419,326</b>	<b>\$0</b>	<b>\$11,101,599</b>	<b>32.95</b>
<b>Paraprofessionals</b>	ParaProfessionals	3,049,145	830,830	380,531	0	2,218,315	27.25
<b>Support Staff Full-Time</b>	Wages Temporary	479,059	132,745	52,438	-	346,314	27.71
	Custodians	4,360,565	1,545,545	367,909	0	2,815,020	35.44
	Building Repairs	767,430	229,288	56,537	0	538,142	29.88
	Clerical	2,569,935	712,869	198,206	0	1,857,066	27.74
	Security	2,245,816	547,456	183,516	0	1,698,360	24.38
	Truck Drivers	95,013	32,363	7,533	0	62,650	34.06
	<b>Sub-Total</b>	<b>\$10,517,818</b>	<b>\$3,200,266</b>	<b>\$866,139</b>	<b>\$0</b>	<b>\$7,317,552</b>	<b>30.43</b>
<b>Part Time &amp; Seasonal</b>	Coaches	650,000	0	0	0	650,000	0.00
	Other Personnel	125,000	33,079	14,585	210,000	(118,079)	0.00
	Part-Time Payroll	2,118,331	309,952	80,266	22,000	1,786,379	15.67
	Seasonal	498,443	21,424	0	0	477,019	4.30
	Teachers Stipend	100,000	0	0	0	100,000	0.00
	<b>Sub-Total</b>	<b>\$3,491,774</b>	<b>\$364,455</b>	<b>\$94,851</b>	<b>\$232,000</b>	<b>\$2,895,319</b>	<b>17.08</b>
<b>Substitutes</b>	Substitutes	<b>\$ 1,000,000</b>	<b>\$ 387,184</b>	<b>\$ 232,272</b>	<b>\$ -</b>	<b>\$ 612,816</b>	<b>\$ 39</b>
<b>Overtime, Benefits, Other</b>	Overtime	605,000	453,594	94,082	0	151,406	74.97
	Longevity	275,000	728	0	0	274,272	0.26
	Custodial Overtime	625,500	392,342	72,394	0	233,158	62.72
	Retirement	1,700,000	292,561	0	20,063	1,387,376	18.39
	Employment Comp	495,000	585	249	0	494,415	0.12
	Professional Meetings*	33,150	0	0	150	33,000	0.45
	<b>Sub-Total</b>	<b>\$3,733,650</b>	<b>\$1,139,812</b>	<b>\$166,725</b>	<b>\$20,213</b>	<b>\$2,573,626</b>	<b>31.07</b>
	<b>Salaries Sub-Total</b>	<b>\$115,261,440</b>	<b>\$28,738,868</b>	<b>\$10,119,077</b>	<b>\$252,213</b>	<b>\$86,270,360</b>	<b>25.15</b>





**Fiscal Year 2022-2023  
Education Operating Fund (General Fund)  
Monthly Financial Report (Unaudited) - October 31, 2022**

YTD by Period	Account Description	Original Budget	YTD Actual	MTD Actual	Encumb.	Available Budget	% Used
<b>Instructional Supplies</b>	Equipment	250,542	1,649	(17,769)	113,773	135,120	46.07
	Computer Equipment	110,091	15,951	10,368	5,795	88,345	19.75
	Software	32,576	7,077	0	7,043	18,455	0.00
	Furniture	102,501	11,759	10,491	75,177	15,565	84.82
	Testing Materials	82,600	0	0	0	82,600	0.00
	Education Supplies Inventory	557,349	173,284	52,047	187,195	196,870	64.68
	General/Office Supplies	1,249,396	343,723	(33,329)	902,845	2,828	99.77
	Textbooks	354,807	74,011	16,827	61,587	219,209	38.22
	Library Books	132,515	0	0	21,139	111,376	15.95
	Periodicals	2,000	0	0	0	2,000	0.00
	Registrations, Dues & Subscrip.	143,985	71,675	5,748	6,909	65,401	54.58
	Student Activities	100,500	26,194	(6,188)	8,801	65,505	34.82
	Graduation	43,518	0	0	1,402	42,116	3.22
Emergency Medical	209,000	37,833	0	150,057	21,110	89.90	
Printing & Binding	25,000	0	0	0	25,000	0.00	
	<b>Sub-Total</b>	<b>\$3,396,380</b>	<b>\$763,157</b>	<b>\$38,166</b>	<b>\$1,541,725</b>	<b>\$1,091,498</b>	<b>67.86</b>
<b>Tuition</b>	Tuition	21,049,657	484,538	201	25,407,212	(4,842,093)	123.00
	Electricity	7,709,500	1,832,938	709,024	5,039,847	836,715	89.15
	Heating Fuels	10,000	0	0	0	10,000	0.00
	Water	265,000	29,196	0	370,804	(135,000)	150.94
	Telephone	646,000	95,151	4,145	322,070	228,779	64.59
	Telecommunications/Internet	90,000	18,223	4,537	24,027	47,750	46.94
	Sewer Usage	225,000	66,324	6,999	215,675	(56,999)	125.33
	Gas & Oil	35,000	13,394	0	0	21,606	38.27
		<b>Sub-Total</b>	<b>\$11,527,000</b>	<b>\$2,187,032</b>	<b>\$724,704</b>	<b>\$8,387,116</b>	<b>\$952,851</b>
<b>Transportation</b>	Milage	610,900	62,813	42,909	394,087	154,000	74.79
	Business Travel	4,000	(1,075)	4,364	8,088	(3,013)	175.33
	Transportation	15,028,973	145,473	75,872	15,514,527	(631,027)	104.20
	Special Education Transportation	4,998,895	149,983	79,131	6,487,917	(1,639,005)	132.79
	Transportation Technical Schools	452,480	0	0	600,000	(147,520)	132.60
	Transit Bus Passes	227,375	0	0	0	227,375	0.00
	Field Trips	162,462	0	0	35,333	127,130	21.75
	InterDistrict Transportation	1,289,000	0	0	4,520,000	(3,231,000)	350.66
	Outplacement Transportation	3,555,000	80,636	43,850	4,381,949	(907,585)	125.53
	Field Trips (Non-Public)	206,117	16,696	16,332	236,224	(46,803)	122.71
	<b>Sub-Total</b>	<b>\$26,535,202</b>	<b>\$454,526</b>	<b>\$262,458</b>	<b>\$32,178,124</b>	<b>(\$6,097,448)</b>	<b>122.98</b>



**Fiscal Year 2022-2023**  
**Education Operating Fund (General Fund)**  
**Monthly Financial Report (Unaudited) - October 31, 2022**

YTD by Period	Account Description	Original Budget	YTD Actual	MTD Actual	Encumb.	Available Budget	% Used
<b>Maintenance, Property, Custodial</b>	School Security	12,000	3,402	0	5,133	3,465	71.13
	Building & Grounds Maint. Supp.	100,000	42,992	10,425	26,630	30,378	69.62
	Custodial Supplies	488,000	199,901	32	246,099	42,000	91.39
	Light Bulbs	30,000	9,812	2,769	6,842	13,346	55.51
	Uniforms	19,252	0	0	43,078	(23,826)	223.76
	Moving Expenses	50,000	0	0	65,000	(15,000)	130.00
	Cleaning	26,000	6,000	6,000	10,000	10,000	61.54
	Repairs & Maintenance	102,808	20,000	30,000	3,353	79,455	22.72
	Building Maintenance	575,000	108,296	46,489	329,052	137,652	76.06
	Rental	120,000	(471)	0	0	120,471	(0.39)
	Rental of Equipment	8,000	0	0	12,000	(4,000)	150.00
	Maintenance Agreement Services	725,000	64,819	17,582	599,795	60,386	91.67
Vehicle Repairs	80,000	12,388	9,889	67,393	220	99.73	
	<b>Sub-Total</b>	<b>\$2,336,060</b>	<b>\$467,139</b>	<b>\$123,185</b>	<b>\$1,414,374</b>	<b>\$454,546</b>	<b>80.54</b>
<b>Other Contractual Services</b>	Other Contractual Services *	4,733,111	309,353	17,812	571,120	3,852,638	18.60
	<b>* Special Education</b>	1,042,340	49,023	2,100	620,464	372,853	64.23
	<b>*Facilities</b>	7,220,558	1,367,026	0	7,150,663	(1,297,130)	117.96
	<b>*IT</b>	1,000,000	202,498	15,353	748,392	49,110	95.09
	Legal Services	534,036	0	0	430,000	104,036	80.52
	Other Purchased Services	17,500	1,194	750	20,350	(4,044)	123.11
	Postage & Freight	160,500	87,908	994	54,622	17,970	88.80
	Claims	450,000	0	0	0	450,000	0.00
		<b>Sub-Total</b>	<b>\$15,158,045</b>	<b>\$2,017,002</b>	<b>\$37,009</b>	<b>\$9,595,611</b>	<b>\$3,545,432</b>
	<b>Supplies &amp; Services Sub-Total</b>	<b>\$80,002,344</b>	<b>\$6,373,395</b>	<b>\$1,185,721</b>	<b>\$78,524,163</b>	<b>(\$4,895,214)</b>	<b>106.12</b>
	<b>Combined Total</b>	<b>\$195,263,784</b>	<b>\$35,112,263</b>	<b>\$11,304,798</b>	<b>\$78,776,375</b>	<b>\$81,375,146</b>	<b>58.33</b>

\* Breakout of Other Contractual Services by Department

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



# **Revenue Report – Grants**

## **October 31, 2022**

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



## Fiscal Year 2022-2023 Special Funds Revenue

	A	B	C	D	E	F	G	H
	FY 2021-22 Funding	Carryover Funding	Received FY2022-23 Funding	Pending Approvals	Total Anticipated New Funding	Total Available for 2022-23	YOY \$ Change in New Funds	YOY % Change
<b>Common Titles</b>								
Law Education/School Security	\$787,061	\$787,061			\$0	\$787,061	(\$787,061)	0.0%
Impact Aid	\$10,303	\$0			\$0	\$0	(\$10,303)	-100.0%
Adult Education/Homeless*	\$3,242,672	\$60,000	\$2,836,213		\$2,836,213	\$2,896,213	(\$406,459)	-12.5%
IDEA*	\$7,332,434	\$620,604		\$6,559,652	\$6,559,652	\$7,180,256	(\$772,782)	-10.5%
Perkins*	\$652,073	\$0		\$505,020	\$505,020	\$505,020	(\$147,053)	-22.6%
Title II A/Student Support*	\$3,030,291	\$822,330		\$840,241	\$840,241	\$1,662,571	(\$2,190,050)	-72.3%
School Based Health/Parenting	\$1,399,459	\$0		\$1,399,459	\$1,399,459	\$1,399,459	\$0	0.0%
Federal Magnet Grant*	\$4,972,659	\$2,320,725			\$0	\$2,320,725	(\$4,972,659)	-100.0%
State Bilingual/Title III/Immigrant	\$1,060,618	\$211,304		\$917,658	\$917,658	\$1,128,962	(\$142,960)	-13.5%
School Readiness/Family Resource	\$9,724,866	\$140,963	\$8,117,948	\$771,844	\$8,889,792	\$9,030,755	(\$835,074)	-8.6%
Private Foundation	\$435,873	\$272,168			\$0	\$272,168	(\$435,873)	-100.0%
Title I/SIG*	\$16,717,400	\$4,398,588	\$1,388,574	\$11,957,470	\$13,346,044	\$17,744,632	(\$3,371,356)	-20.2%
Head Start - Federal*	\$7,686,198	\$1,373,995	\$6,235,156		\$6,235,156	\$7,609,151	(\$1,451,042)	-18.9%
Medicaid Reimbursement	\$219,642	\$0			\$0	\$0	(\$219,642)	-100.0%
School Improvements	\$0	\$0			\$0	\$0	\$0	0.0%
Alliance/Comm Network/Low Performing	\$20,876,678	\$0	\$21,238,171		\$21,238,171	\$21,238,171	\$361,493	1.7%
State Misc Education Grants	\$29,417	\$0			\$0	\$0	(\$29,417)	100.0%
Open Choice	\$483,941	\$0			\$0	\$0	(\$483,941)	-100.0%
Head Start - State	\$248,714	\$0	\$130,759		\$130,759	\$130,759	(\$117,955)	-47.4%
Priority/21st Century*	\$6,037,905	\$216,710	\$5,097,781		\$5,097,781	\$5,314,491	(\$940,124)	-15.6%
Jobs for CT Youth	\$29,307	\$0			\$0	\$0	(\$29,307)	-100.0%
Youth Services Prevention	\$0	\$0			\$0	\$0	\$0	0.0%
ESSER*	\$1,750,667	\$0			\$0	\$0	(\$1,750,667)	-100.0%
ESSER II	\$37,398,032	\$19,981,102	\$100,000		\$100,000	\$20,081,102	(\$37,298,032)	-99.7%
ARP ESSER	\$80,017,233	\$69,214,187			\$0	\$69,214,187	(\$80,017,233)	0.0%
ARP ESSER Special Education	\$1,951,134	\$1,551,134			\$0	\$1,551,134	(\$1,951,134)	0.0%
ARP ESSER Homeless Youth	\$472,682	\$472,682			\$0	\$472,682	(\$472,682)	0.0%
	\$206,567,259	\$102,443,553	\$45,144,602	\$22,951,344	\$68,095,946	\$170,539,499	(\$138,471,313)	-67.0%

\*As a result of Covid 19 federal grants were awarded an extension to spend funds in fiscal year 2020-21, 2021-22 and recently received extension into FY23

